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ABSTRACT

The document is part of a series that reports the findings and accomplishments of the Models for Career Education in Iowa project which was initiated to research, define, and describe an emerging concept of career education. It suggests procedures and activities for implementing exploration-preparation phase objectives and activities in the high school curriculum (9-12) through a strategy of infusion or integration into the curriculum. The career education objectives are intended to focus on the learner and the activities are seen as a means for accomplishing this end. The document describes the process used for implementing career education objectives and presents suggestions for activities that can be used in the classroom or as examples for a teacher in developing others. Sample activities are provided for each career education objective. The exploration-preparation phase is composed of activities in self-concept (15 major objectives), world-of-work (11 major objectives), and self and the world-of-work (five major objectives). The activities are presented using the following format: career education objective; several instructional objectives, activity related to each instructional objective; resource materials; and suggestions for student evaluation. (Author/EC)

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Models for Career Education in Iowa

IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

EXPLORATION AND PREPARATION PHASE

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Models for Career Education in Iowa

IMPLEMENTING CAREER EDUCATION OBJECTIVES IN THE CLASSROOM

EXPLORATION AND PREPARATION PHASE

CONDUCTED UNDER EXEMPLARY GRANTS
from Career Education Division
Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Under Supervision of
Iowa State University
College of Education
Department of Agricultural Education
Ames, Iowa 50010

1975

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PREFACE

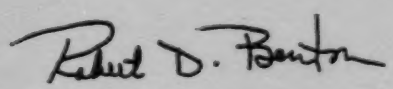
Career Education - Is it good for kids? -- That's a question that has prompted many of us to search for a greater understanding of the concept and to reassess the types of experiences our educational programs provide. This search is resulting in a growing commitment to assure curriculum objectives and activities that provide career education experiences for all students.

An exemplary project, Models for Career Education in Iowa, was initiated in 1971 through the Iowa Department of Public Instruction. The purpose of the effort was to research, define, and describe an emerging concept of career education and to suggest possible approaches for implementation in grades K-8. In 1972 the project was expanded to include the curriculum of high school students.

The project is sponsored by the Iowa Department of Public Instruction in cooperation with Iowa State University and nine local school districts. The project staff, under the direction of Dr. Alan Kahler, Iowa State University, is working with the following local schools: Shenandoah, Humboldt, Davenport, Marshalltown, Carroll, Sheldon, Osceola, South Winneshiek, and Springville Community School Districts. The third party evaluation is being provided by the Iowa Center for Research in School Administration under the leadership of Dr. Ralph Van Dusseldorp and Dr. Walter Foley.

A number of workshops were conducted involving participating school staff and outside resource persons with various backgrounds and expertise. These workshops have provided a multi-discipline approach in establishing understanding and agreement of a set of basic objectives of career education. During the summer of 1973, staff from each of the nine districts participated in workshops to prepare first draft curriculum materials for use in the respective school settings during the 1973-1974 school year.

The publications which follow were developed as part of the responsibility of project participants and staff to provide visibility to the findings and accomplishments of the project. These guidelines and instructional materials are provided at this time to assist local school personnel interested in initiating programs, services, and activities for their students.



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ACKNOWLEDGEMENTS

The curriculum process and example activities described herein are based on experiences encountered by teachers who participated in the exemplary project entitled "Models for Career Education in Iowa." Much credit is due personnel in the nine local schools who tested and validated these procedures and activities in their system.

Appreciation is expressed for the assistance and contributions of project participants and staff in the development of this publication, which was compiled by

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TABLE OF CONTENTS

Exploration and Preparation Phase

	PAGE
INTRODUCTION	1
PROCEDURE EMPLOYED IN DEVELOPING THE ACTIVITIES	3
SUGGESTIONS FOR USING THIS PUBLICATION	6
CAREER EDUCATION OBJECTIVES - EXPLORATION AND PREPARATION PHASE	7
SELF PERCEPT ACTIVITIES	11
WORLD OF WORK ACTIVITIES	35
SELF AND THE WORLD OF WORK ACTIVITIES	67

INTRODUCTION

The purpose of this publication is to suggest procedures and activities for implementing Exploration-Preparation Phase objectives written for the project, "Models for Career Education in Iowa." The objectives and activities represent suggestions rather than an outline of a specific curriculum. They are intended to present ideas without inhibiting creativity and to avoid predispositions that a particular objective or activity is most appropriate for a certain subject area.

The strategy for implementing career education employed and tested was that of infusion or integration into the curriculum. Career education is seen as an added dimension of all aspects of the instructional program rather than a separate course or package. This strategy is based on a model of career education and objectives which define the career development process. A complete description of the model and a listing of the objectives can be found in the publication entitled, "Career Development Model and Explanation," which is one in the series of publications developed by the project, "Models for Career Education in Iowa." A listing of the Exploration-Preparation Phase objectives is included in the present publication.

The career education objectives are intended to focus on the learner rather than upon the performance of the activity or the direction of an activity by the teacher. The activity is seen as a means for accomplishing an end rather than as an end in itself.

Focus on the learner and achievement of the career education objective may present a new challenge to the teacher who is implementing career education concepts in the classroom. The purpose of this publication is to describe the process used for implementing career education objectives and present suggestions for activities that can be used in the classroom or as examples for a teacher in developing others. Teacher participation in the process of developing career education activities, similar to those presented in this publication, is seen as an important requisite for implementing career education objectives.

Sample activities are provided for each curriculum-level career education objective. They represent a product of the process of developing activities, provide examples of interpretations of each objective, and exemplify the use of levels of objectives in the classroom.

The activities described in this publication are presented using the following format:

CAREER EDUCATION OBJECTIVE: The program objective for each phase in the career development model is intended to give a general orientation to the more specific numbered curriculum-level career education objectives. The curriculum-level objectives are written comprehensively to allow for interpretation by individual teachers. Objectives relating to the self

percept are designated as 1.00 consecutively and objectives relating to the world of work are designated as 2.00 consecutively and objectives related to self and the world of work are designated as 3.00 consecutively.

INSTRUCTIONAL OBJECTIVE: The instructional objectives are more specific than the career education objective and are oriented directly to the described activity. They were written by teachers to fulfill the needs of a particular student, class, or community. As presented, they may or may not be appropriate for use in another class situation.

ACTIVITY: This section of the format cites learning opportunities to be provided for students. The activity can take place in a few minutes, require several days, weeks, or the entire school year, or be a segment of a larger project. The activity relates directly to the career education curriculum-level objective and the corresponding instructional objective.

EVALUATION: The evaluation section contains procedures the teacher can follow to assess student achievement of the desired behavior as stated in the objectives. It should relate directly to the activity.

PROCEDURE EMPLOYED IN DEVELOPING ACTIVITIES

The following describes a procedure used by teachers when implementing career education objectives. For strategies employed in total implementation of the career education concept refer to the publication entitled, "Implementing Career Education in the School Curriculum," which is one in the series of project publications.

Essential in the implementation of objectives through activities is a conceptualization of the sources for objectives and the general curriculum process. Several schema for curriculum processes exist, but one found most helpful in this project was the one outlined by Dr. Ralph Tyler in his book, Basic Principles of Curriculum and Instruction. Dr. Tyler suggests student needs, societal needs, and subject matter specialists as three sources for objectives in the school philosophy and the psychology of learning. It is suggested that a school wishing to implement career education provide inservice opportunities in curriculum development for the professional staff.

Approaches to Writing Activities

Project teachers identified two approaches for writing of activities. One approach was to develop a project oriented toward a program-level objective or philosophy. Another approach was to select a specific objective and develop a series of activities that would lead to the fulfillment of that objective.

The first approach is one with which teachers may be most familiar due to their experiences in planning units and special class projects. The project is planned to meet the program-level objective and then the teacher relates sections of the activity to curriculum-level objectives. An example of this procedure might be the development of an activity to meet the program-level objective:

> During the accommodation phase, the learner continues to develop self awareness.

A project for this objective might be the use of a "Parent of the Week" program throughout the class year. The parents of each student in the class would be the focus of special activities in the classroom during the designated week.

After deciding on the project, the teacher can select specific activities that would relate to the curriculum-level objectives. For example, a discussion of the family as an institution influencing the individual might relate to the curriculum-level objective:

> 1.10 Sees that the educational setting (home, school, community) can help one to know own strengths and weaknesses and to develop life skills.

Other segments of the project would relate to other curriculum-level objectives.

A second approach involves writing a series of activities oriented toward curriculum- and instructional-level objectives. With this approach, the planning process begins with selection of a curriculum-level objective to serve as the focus for activities. The teacher then "brainstorms" for activities that might lead to student achievement of that objective. Sources of ideas might be curriculum guides, textbooks, other teachers, students, or publications such as this one. An example of this process might be developing activities that relate to the objective:

> 1.1 Analyzes present interests as a basis for development of new interests.

Several activities might be developed, such as show and tell about a hobby or collection they brought to the classroom, select and carryout an individual craft project, or read material of their own choice according to interests. The latter approach is frequently employed by teachers who are accustomed to developing an activity from an objective and is the approach described in this publication.

Steps in Developing the Activities

Seven steps are outlined in the process of developing activities that relate to the career education objectives. The steps are described in a sequence that is logical, but not necessarily the order of actual development. It is recognized that some of the steps may occur simultaneously or that some recycling may be necessary as the description of the activity proceeds. The activities presented in this publication are examples of the product of this process.

The first step is to become familiar with the broad program-level objective. Familiarity with the general orientation of the objectives will provide a frame of reference for the succeeding steps.

Familiarity with the curriculum-level career education objectives and selection of one or more that might be accomplished in the classroom is the second step. In the third step, an instructional objective is written to state behavior that the activity is expected to achieve in the student. Both levels of objectives should include both a statement of desired cognitive, affective, or psychomotor behavior and the content to which the objective is oriented. The latter level of objective is stated in more specific terms than the former and reflects individual student and local school needs as well as individual teacher and local school philosophies. It should be stated in terms of desired learner behavior, but concern for specific performance wording in terms of criteria is not essential or necessarily desired.

The next step is the description of the activity which would aid the student in achieving the objectives. An activity or a segment of a project may be described. Some teachers have found it easier to write the activity and then refine the instructional objective so that both are consistent and clearly stated.

The fifth step is deciding where and how the activity or project can be integrated into a course or unit in the school curriculum. One activity or project may relate to several areas of the curriculum. Such an interdisciplinary approach to career education may facilitate retention and transfer of learning, as well as increase student motivation because the subject acquired greater relevance for the student.

A section on integration is not included in the present publication because this is a matter which must be determined in each individual school. A teacher wishing to integrate career education into the curriculum would examine both the curriculum objectives for each course taught and the career education objectives. Design and selection of instructional objectives and activities could then be accomplished.

The sixth step is to state the resource materials that will be used in the activity. An attempt has been made to provide information so that materials can be obtained.

Development of a formal and/or informal means of evaluation is the seventh step. The evaluation procedure should relate directly to the curriculum- and instructional-level objectives that provide guidance for the activity and should include how the teacher will assess student achievement. Evaluation suggestions for the activities given in this publication are oriented toward assessment of the class as a group, but it is recognized that teachers may wish to plan techniques for assessing individual students and emphasize individual differences through conferences.

Evaluation is viewed as an essential component of the teaching-learning process. Only through evaluation can the teacher ascertain whether the objective has been accomplished and whether auxiliary learning opportunities need to be provided for some or all of the students in the class.

SUGGESTIONS FOR USING THIS PUBLICATION

For maximum use of the materials presented in this publication, it is suggested that several procedures be used in the local school. They are for teachers to:

1. seek professional advancement opportunities in the areas of career education philosophy, curriculum development, evaluation, and self- and world-of-work concept awareness.

2. develop activities following the procedures outlined in this publication. Participation in this process will make the activities more meaningful and easier to integrate into instruction.

3. work together in small groups in developing objectives and activities.

4. share ideas for activities with industry and the business community.

5. use other publications developed for the "Models for Career Education in Iowa" project.

Exploration and Preparation Phase

High School Level

Program Objective:

During the Exploration and Preparation Phase of career development, the learner will attain employable qualities for the world of work, inclduing attitudes, values, and skills to the extent necessary for economic independence and personal fulfillment.

Self-Concept

1.00 The learner utilizes personal aspirations, experiences, values, and abilities (to give orientation and direction to own dynamic self-concept).

1.1 Refines personal interests (both awareness and judgment).

1.2 Correlates personal aspiration and life style to own mental and creative abilities.

1.3 Conceptualizes the importance of own physical abilities and potentials.

1.4 Synthesizes and develops plan for achieving personal goals.

1.5 Considers emotional characteristics as a function of own total being.

1.6 Evaluates image of self as perceived by oneself and others.

1.7 Recognizes the dignity of all human beings.

1.8 Recognizes that all societies have formal and informal controls on human relations.

1.9 Assesses personal values in terms of human needs.

1.10 Recognizes and utilizes the educational setting (home, school, and community) as an aid in developing life skills.

1.11 Assesses and manages own behavior in terms of personal value system and societal expectations.

1.12 Effectualizes personal modes of learning, management, actions, and operation.

1.13 Effects decisions and analyzes consequences of those decisions.

1.14 Evaluates personal competencies, such as experience, education, and skills.

1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

Exploration and Preparation Phase

World of Work

2.00 The learner evaluates specific behaviors and social economic aspects of the world of work.

2.1 Recognizes that in a service-oriented society, work consists of activities which allow the individuals to fulfill personal needs and those of society.

2.2 Analyzes organization within the work force.

2.2.1 Analysis of role, structure, membership, and leadership of labor unions.

2.2.2 Analysis of the role of management in the work force.

2.2.3 Analysis of labor relations including employee-employer responsibilities.

2.2.4 Analyzes governmental role in the organization of the work force.

2.2.5 Becomes aware of alternative organizational structures based on cooperation.

2.3 Continues exploration of occupational areas while doing an in depth analysis of areas of interest.

2.3.1 Differentiates between life styles as effected by occupational choices.

2.4 Examines the interrelatedness of skill requirements for similar occupations.

2.5 Recognizes the dynamic nature of the work force.

2.5.1 Identifies that some occupations become obsolete because of advances in human and scientific technology.

2.5.2 Analyzes periodic adjustments in local, national and international manpower needs.

2.5.3 Recognizes the demographic implications of occupational opportunities.

(2.6-2.7) Recognizes the interdependency between the individual and society's needs, and their implications for work.

2.8 Analyzes and experiences the economic aspects of the world of work.

2.8.1 Evaluates the role of the financial institutions in today's economy.

2.8.2 Evaluates factors influencing incomes and advancement opportunities in occupations.

Exploration and Preparation Phase

2.8.3 Investigates fringe benefits.

2.8.4 Examines the cost of attending vocational schools, colleges, apprenticeships, trade schools, and technical schools.

2.8.5 Considers avocational pursuits and their economic impact.

2.9 Recognizes the education setting as one of the places which provides for development of computational, communications, leisure, human interactional skills necessary for involvement in the world of work.

2.10 Develops competencies in seeking employment.

2.11 Considers the economic impact of national policies on the availability of jobs.

Exploration and Preparation Phase

Self and the World of Work

3.00 The learner analyzes modification of career patterns, makes career plans and prepares for entry into the world of work as a fuction of time and a developing self identity.

- 3.1 Analyzes personal characteristics as they relate to areas of interest.
- 3.2 Explores selected occupational areas in depth and begins preparation for occupational entry into occupational area(s).
  - 3.2.1 Identifies specific educational and skill requirements for occupational entry in selected occupational area(s).
  - 3.2.2 Aligns personal goals and desired life style plans with occupational area(s).
  - 3.2.3 Identifies personal alternatives in terms of current occupational trends.
  - 3.2.4 Evaluates impact of altering occupational objectives to accommodate individual life style preferences.
  - 3.2.5 Realizes that preparation for occupational entry at the secondary level can lead to employment upon high school graduation or lead to more specific preparation for occupational entry at the postsecondary level.
  - 3.2.6 Generates plan for preparing for occupational entry into selected occupational area(s).
- 3.3 Recognizes that personal characteristics and values change as careers progress.
- 3.4 Prepares for job entry into selected occupational area(s).
  - 3.4.1 Differentiates between entry level and skilled employment.
  - 3.4.2 Defines logical points of occupational entry.
  - 3.4.3 Identifies educational opportunities available in the school and community that will assist in implementing plan for occupational entry into selected occupational area(s).
  - 3.4.4 Participates in those educational opportunities that will develop desired occupational skills.
- 3.5 Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational, and preparational level components.

SELF-CONCEPT ACTIVITIES

Exploration and Preparation Phase

CAREER EDUCATION OBJECTIVE:
1.1 Refines personal interests (both awareness and judgment)

* * * *

INSTRUCTIONAL OBJECTIVE:
Lists fifteen or twenty things he/she loves to do and judges each.

ACTIVITY:
Each student makes a list of fifteen to twenty things he/she loves to do and observes how difficult or easy it is to list up to twenty things. Each will be required to make judgments, such as prefer to be alone, prefer to do with people; either alone or with people; would probably not be listed five years from now; costs more than $3 each time; involves some risk-physical, emotional or intellectual; could be done with parent or parents; wish I had more time to do; will denote more time to it in the future.

RESOURCE MATERIALS:
The Search for Self. DIG:USA

EVALUATION:
Students show an honest effort in listing at least fifteen things they love to do. They understand the judgments made and verbalize on them in small group discussion.

* * * *

INSTRUCTIONAL OBJECTIVE:
Learn to recognize prejudice and discrimination.

ACTIVITY:
Divide class in groups of four. The students in each group are to select a minority group (other than racial, such as draft dodger, members of women's liberation, homosexuals, handicapped). One student researches past discriminatory problems, two students research present problems and one student examines future solutions to present problems. Their research is written up and presented by the group to the class for discussion.

EVALUATION:
Research paper, observation of group discussion, a written examination.

CAREER EDUCATION OBJECTIVE:

1.2 Correlates personal aspiration and life style to own mental and creative abilities.

* * * *

INSTRUCTIONAL OBJECTIVE:

Correlate contemporary life style with creative efforts.

ACTIVITY:

Students will read resource material and will discuss in class how the work of contemporary visual artists is affected by aspects of the society itself. Students will do a drawing which is in response to some aspect of their life style.

RESOURCE MATERIALS:

Changing Art-Changing Man. "The Debumanization of Art". Culture and the Arts

EVALUATION:

By teacher in small group discussions.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understand what constitutes good money management.

ACTIVITY:

Give each student a simulation packet dealing with budgeting. Prepare a budget using conditions as follows:

1. Take home pay $1000, monthly
2. Married
3. Two children

List amounts to be spent for each category. List amounts to be spent for each item in each category.

EVALUATION:

Audit test to determine students' understanding of budgeting.

CAREER EDUCATION OBJECTIVE:

1.3 Conceptualizes the importance of own physical abilities and potentials.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop ability to design and paint a sign.

ACTIVITY:

Art department has various organizations that submit requests for signs to be painted.

1. Get required information.
2. Assign project to the class or an individual.
3. Rate the cost and itemize the materials used.
4. Requests must be received early in the year and have enough time to be completed.

RESOURCE MATERIALS:

Paid for by the individual or group who wishes to have a sign made.

EVALUATION:

Legibility, neatness, lettering form for the specific job, and design.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognize that all things are continually changing and that man is involved in this change.

ACTIVITY:

Class Report: The students try to identify factors that indicate the presence of change in the world around them. Then they should attempt to place themselves in the picture of environmental changes caused by man. This should be written up as a report and presented to the class.

EVALUATION:

Subjectively evaluate the paper and class report on the basis of content, organization, spelling and correctness of language arts skills used.

INSTRUCTIONAL OBJECTIVE:

Recognize the importance of clean hair as a social asset, a health requirement. Accept responsibility for the care of their hair.

ACTIVITY:

Visit a local school of cosmetology for a demonstration of hair care and styles. Arrange for each boy/girl to have a free shampoo and set. Have a brushing session. Shampoo and set wigs. Have students determine face shapes by using calipers and find a picture of a hair style becoming to them.

RESOURCE MATERIALS:

Personal Grooming

Steps in Clothing Skills

Bonnie Bell, Great Looks Book

EVALUATION:

Participation in and outcomes of the practical class activities of shampooing and setting hair and the noticeable changes made in each individual concerning the care of his/her own hair.

* * * *

CAREER EDUCATION OBJECTIVE:
1.4 Synthesizes and develops plan for achieving personal goals.

* * * *

INSTRUCTIONAL OBJECTIVE:
Identifies the importance of planning to achieve dreams and ambitions for future life.

ACTIVITY:
Students write short papers or make visual projects such as posters on the topic of dreams, hopes, or goals of the future. The dreams could deal with occupations, family, material possessions, etc. Students then establish a plan for achieving the goal. Class discussion of plans. Will a plan help in the attainment of the goal?

EVALUATION:
Evaluation of papers or projects and plans.

* * * *

INSTRUCTIONAL OBJECTIVE:
To understand Ben Franklin's desire to improve himself through regular attention and each student's additional virtues.

ACTIVITY:
1. Read and discuss "From the Autobiography."
2. Discuss the life of Franklin and its impact on his own philosophy of life.
3. Discuss the student's definitions of Franklin's virtues as opposed to Franklin's own definitions.
4. Add student virtues to Franklin's list.

Stress Franklin's attempt to improve himself through assimilating virtues. Also stress the students' need for these virtues plus others they would add.

INTEGRATION INTO THE CURRICULUM:
American Literature I (1492-1860) course and "The World's Best Hope" unit

RESOURCE MATERIALS:
American Literature; From "The Autobiography" by Benjamin Franklin; Lecture: "Life of Benjamin Franklin"

EVALUATION:
1. Ability to discuss the virtues set down by Franklin and the manner in which they apply to the individual.
2. Ability to discuss additional virtues which students feel should be added.
3. Ability to respond successfully to questions concerning Benjamin Franklin, his life, and virtues on a unit test.

CAREER EDUCATION OBJECTIVE:

1.5 Considers emotional characteristics as a function of own total being.

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyzes anger, rebellion, and destruction and their efforts on the individual.

ACTIVITY:

Read Look Back in Anger by John Osborne. Conduct a class discussion to show how emotions affect the individual and how to deal with them on a constructive basis. Emphasis will be on the self concept and understanding of the self. Possible topics might be:

1. What is anger? Rebellion? Destruction?
2. What are the causes of each?
3. What are the effects of each, collectively, and individually? How do the effects interact with each area?
4. How does peer pressure affect rebellion?
5. How does one deal with anger, rebellion, destruction?
6. How does fear enter into one's judgments when dealing with these emotions?
7. How does society react to these emotions or actions?
8. What problems result from a society displaying these emotions on a large scale?
9. How can society and the individual learn to live with and control these emotions?
10. What are the varying degrees of each emotion? Are the emotions always bad? What productive ends can come from anger?

RESOURCE MATERIALS:

Look Back in Anger by John Osborne.

EVALUATION:

Class participation and understanding will be used for evaluation as well as a short paper dealing with one of the topics.

* * * *

CAREER EDUCATION OBJECTIVE:
1.6 Evaluates image of self as perceived by himself/herself and others.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes that others' opinions of them may affect self image.

ACTIVITY:
Students take a foreign language test and estimate how they did on the first part. The instructor then tells half of the class individually that they did well and the other half is told they did poorly. The students then take the second part of the test and estimate how well they did on the second part. The estimates of those who were told they did poorly are then compared to those who were told they did well. This activity stresses the importance of a feeling of self worth in performing well.

This activity consists of students completing hand-outs on which the amount of parental interest shown toward them is measured. Another hand-out contains questions which measure the self esteem of the students. The results are then interpreted and should show the importance of parental interest in helping the student develop a feeling of self worth.

RESOURCE MATERIALS:
1. Sociological Resources for the Social Studies, Allyn and Bacon, Inc.

EVALUATION:
Each student writes two or three paragraphs which explain feelings encountered during the exercise and the relationship between self image and others' opinions of him/her.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognize the influence of setting on characters and human lives.

ACTIVITY:
Students read and discuss Ketchenette Building by Gwendolyn Brooks. After analysis of this poem, students consider the life styles of apartment dwellings vs. one-family dwellings or the slum dwelling vs. the urban dwelling vs. the suburban dwelling.

RESOURCE MATERIALS:
A. A. Poetry; Black Voice, ed. A. Chapman; Architecture Manuals and Magazines; Sociology Texts; Newspapers

EVALUATION:
Consider student's recognition of setting in literature and life.

CAREER EDUCATION OBJECTIVE:

1.7 Recognizes the dignity of all human beings.

* * * *

INSTRUCTIONAL OBJECTIVE:

To provide students with an awareness that all employment does not necessarily enhance the dignity of the individual.

ACTIVITY:

Pertaining to the Progressive Era -

1. Explain the following statement: "Every person should have a sacred dignity."
2. Explain whether or not the above tradition applied to the various workers (esp. women and children) during this time.
3. Explain the views of management as they pertain to the utilization of women and children in their work force.
4. Give examples of jobs during this time whereby one's "sacred dignity" would be protected.
5. Is there any group today who has an employment situation comparable to the industrial workers of the early 20th century? Explain.

INTEGRATION INTO THE CURRICULUM:

The activity will be integrated into the small group discussion of the Progressive Era unit after appropriate research. Particular emphasis will be placed upon the unit bibliography.

RESOURCE MATERIALS:

Films -

1. "Growth of Big Business in the U.S." - Sheldon Resource Center
2. "Rise of Organized Labor" - Sheldon Resource Center
3. "Heritage of Freedom" - Air Force
4. "Nation of Immigrants" - Zerox
5. "World of Henry Ford" - Ford Motor Company
6. "Henry Ford's Mirror of America" - Ford Motor Company
7. "Turn of the Century: 1890-1914" - University of Minnesota

Books -

8. "The Progressive Era: Tradition in a Changing Society (1900-17)" - D.C. Heath

EVALUATION:

Questions pertaining to the above will be included in the unit test, and students will be graded in their small group discussion.

INSTRUCTIONAL OBJECTIVE:

Enable students to observe and recognize prejudice and discrimination and how it affects decision making.

ACTIVITY:

Students are given a situation involving a nuclear holocaust. There are 12 survivors and the students must select 7 people who will be able to survive. Students make the decision individually and then return to group situation and arrive at one list of 7 survivors.

List:

Mexican-American doctor
#1's wife-pregnant
Professional basketball player
Chinese farmer
Armed policeman
Negro pharmacist
Go-go dancer
High School student, female, white
Indiana girl, college student, teaching major
70 year old Catholic priest
Elderly Jewish history professor
Child, male, 7 years of age

EVALUATION:

Evaluation is based on student involvement and student reaction.

* * * *

INSTRUCTIONAL OBJECTIVE:

Students discover that they have prejudices of which they are unaware.

ACTIVITY:

Ask for volunteers to decorate room for Christmas. Do room with black Santa, black angels. Have room with T.V. camera to record student reaction to decorations.

RESOURCE MATERIALS:

Material for Christmas Decorations. Video-tape machine

EVALUATION:

Observation of student reactions on film. Why they react as they did.

* * * *

INSTRUCTIONAL OBJECTIVE:

Learn from a member of a minority what it is like to live in U.S. society.

ACTIVITY:

Guest Speakers

1. Blacks
   a. Director of Human Relations Commission
   b. Congress of Racial Equality
   c. NAACP
   d. Members of Community

2. American Indians
   a. Intertribal League of American Indians

3. Mexican Americans
   a. La Raza Unida
   b. Members of Community

RESOURCE MATERIALS:

Members of community and community groups

EVALUATION:

Students writing papers giving their reactions to presentations by the speakers.

* * * *

CAREER EDUCATION OBJECTIVE:

1.8 Recognizes that all societies have formal and informal controls on human relations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes the informal and formal controls in a simulated society.

ACTIVITY:

Students participate in a simulation in which they create a society that will not accept one of our basic freedoms. (Freedom of speech, right to privacy). The game is set in our community and each student plays a role that represents the structure of the society, but is different from his normal role. As the society is established, formal and informal controls will be set. At the conclusion of the simulation, the controls and the reasons for their establishment are discussed.

EVALUATION:

Observation of the discussion for evidence of recognition of formal and informal controls.

* * * *

INSTRUCTIONAL OBJECTIVE:

To understand the impact of freedom of the press on the newspaper industry.

ACTIVITY:

Invite your local editor to address your class on the role and responsibility of the news media in today's society.

1. Discuss origin of "Freedom of the Press."
2. Discuss changes in the interpretation of "Freedom of the Press."
3. Discuss reasons for limitations placed upon "Freedom of the Press."
4. Class discussion of whether or not the press should be limited.

RESOURCE MATERIALS:

Local editor

Booklet: Freedom or Control (Scholastic Great Issues)

EVALUATION:

Ability to discuss "Freedom of the Press"

Ability to trace the history of the "Freedom of the Press"

CAREER EDUCATION OBJECTIVE:
1.9 Assesses personal values in terms of human needs.

* * * *

INSTRUCTIONAL OBJECTIVE:
Examines values held by rebels and their relationships to human needs.

ACTIVITY:
Students write a biography on a chosen rebel and the part he/she has played in the changing of the history of the world. Thesis would be that rebels were men and women who were dissatisfied with things as they found them and did something about the situation. Examine the cause promoted by the rebel for the values held by the rebel. How did these conflict with societal values? Which human needs were met by the values of the rebel? of the society?

RESOURCE MATERIALS:
Library research

EVALUATION:
Evaluation of biographies.

* * * *

INSTRUCTIONAL OBJECTIVE:
To understand the frivilous material posessions man can desire.

ACTIVITY:
1. Read and discuss "Contentment" by Oliver Wendell Holmes.
2. Discuss the life of Oliver Wendell Holmes and his outlook on life.
3. Discuss the "needs" we have and the values the students have.

Stress the fact that everyone has certain values which determine material desires. However, not all material desires are necessary.

INTEGRATION INTO THE CURRICULUM:
American Literature I (1492-1860)-Course
"Ending a Long Apprenticeship" - unit

RESOURCE MATERIALS:
American Literature; "Contentment" by Oliver Wendell Holmes; Lecture: "Life of Oliver Wendell Holmes"

EVALUATION:
1. Ability to discuss Holmes' listed desires and true desires from life.
2. Ability to discuss the life of Holmes and Holmes' attitude toward life.
3. Ability to discuss individual's desires.
4. Ability to answer successfully questions concerning Holmes, his attitude toward life, and desires on a unit test.

CAREER EDUCATION OBJECTIVE:

1.10 Recognizes and utilizes the educational setting (home, school, and community) as an aid in developing life skills.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop library skills. Create discovery situation.

ACTIVITY:

Be vague in assigning a short research project. Make sure that the topic is not easily found. This should provide students some familarity with the library and its resources.

RESOURCE MATERIALS:

Library

EVALUATION:

Read the projects.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understand how the idea of ratio can be used in changing a recipe to fit different needs.

ACTIVITY:

A set of examples using ratios to change a recipe to fit a new situation is provided. It is written in "flowchart" style and is to be a handout that can be used for reference while working on assigned problems.

RESOURCE MATERIALS:

A cookbook for accurate recipes.

EVALUATION:

Test over the material and the Home Economics Department will provide "hands-on" experience. Taste the results.

* * * *

INSTRUCTIONAL OBJECTIVE:
Experience candidate-press relationship at time of election.

ACTIVITY:
In a Meet the Press format, three pupils will play the role of candidates for local aldermen seeking re-election and three pupils would play the role of aldermen seeking election to the city council.

The other pupils would play the role of reporters asking questions of the office-seeking panel.

RESOURCE MATERIALS:
This is Davenport, Iowa

EVALUATION:
Performance of each pupil as a candidate for office or as a news reporter.

* * * *

INSTRUCTIONAL OBJECTIVE:
Develop interest in science-related activities.

ACTIVITY:
Science-Related Clubs

Examples: Geology Club, Astronomy Club, Ecology Club, Medical Occupations Club, Candy Stripers (Jr. Nurses Club)

Science Clubs can aid students in career selections, and in seeking information on science careers if properly advised and sufficiently active.

Their activities might include:

1. Speakers from Colleges and Industry (scientist and technician)
2. Field trip
3. Films
4. Student laboratory assistants
5. Volunteer activities (e.g., the Candy Stripers, donating their time to hospital work.)

EVALUATION:
Subjectively on student participation, interest and on the insights gained.

INSTRUCTIONAL OBJECTIVE:

Comprehend that many problems should be solved before marriage and where help may be obtained.

ACTIVITY:

1. Discuss problems that couples should discuss before marriage.
2. Have students write questions that they would like to ask about various problems.
3. Invite a guest speaker from Family Service to discuss ways to solve premarital problems and problems that could occur in marriage.

RESOURCE MATERIALS:

Your Marriage and Your Family Living

EVALUATION:

Have students read some case studies on problems of engaged couples and discuss possible solutions.

* * * *

INSTRUCTIONAL OBJECTIVE:

Organize and use the information on social etiquette to apply to new situations and real-life circumstances.

ACTIVITY:

1. Have the students write a short paper in class about their concept of hospitality.
2. Lead a discussion and encourage students to share their thoughts on hospitality.
3. Discuss and demonstrate table manners and etiquette.
4. Have students write invitations, plan, and prepare a menu, invite some faculty as guests, and then servie as hostesses for:
   a. A luncheon or brunch (either sit-down or buffet)
   b. A cookout (informal service)
5. Talk over learning experiences from the social functions sponsored by the class.
6. Explain the need of social graces in adult life and how they could affect job advancement.

RESOURCE MATERIALS:

Thresholds to Adult Living, Etiquette

EVALUATION:

As a class, take a field trip to a local restaurant and have dinner together making use of the information that had been presented in the course.

CAREER EDUCATION OBJECTIVE:

1.11 Assesses and manages own behavior in terms of personal value system and societal expectations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Determine attitudes toward a chosen life style.

ACTIVITY:

Students will discuss the social classes present in our society and the motivational factor normally present in these groups. Complete and discuss a forced choice exercise entitled "Life Style--Forced Choice Statements."

RESOURCE MATERIALS:

Guidance Department developed worksheet - "Life Stlye--Forced Choice Statements"

EVALUATION:

Observation and student feedback.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understand the expected modes of behavior.

ACTIVITY:

Counselor-led discussion orienting students to the expected modes of behavior at West High. Such topics as rights of others, personal freedom, dress code, discipline policies, attendance, smoking, drinking, and the use of drugs will be covered.

RESOURCE MATERIALS:

West High School Student Handbook
Administrative discipline code

EVALUATION:

Observation and feedback from students, parents, teachers, and administrators.

CAREER EDUCATION OBJECTIVE:

1.12 Effectualizes personal modes of learning, management, actions, and operation.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop awareness of consumer services at the local, state, and federal levels.

ACTIVITY:

1. Discuss the people, places, and publications which commonly provide consumer information, advice, and aid. From the discussion, make up a "Directory of Consumer Aid and Information." Include a "Where to Call Guide" for the local area.

2. Categorize types and sources of consumer information and advice for different consumer problems--housing, credit, buymanship, insurance, legal matters, etc.

3. Discuss when, where, and how to seek advice and aid on different matters.

4. Investigate laws that protect consumers together with the sources of low- or no-cost aids such as legal aid societies.

5. Investigate, report on, and discuss government and private agencies that counsel people on consumer matters.

6. Use role playing to dramatize finding and obtaining advice on specific matters of consumer interest--in person or by telephone.

7. Set up a consumer information resource center with sample materials developed in each of the previous activities.

RESOURCE MATERIALS:

Books: Age of Adaptation
Threshold to Adult Living
Your Food Dollar
It's Your Credit
Your Housing Dollar

EVALUATION:

Practical application through giving student consumer products and how well he/she was able to make a buying decision.

CAREER EDUCATION OBJECTIVE:
1.13 Effects decisions and analyzes consequences of those decisions.

* * * *

INSTRUCTIONAL OBJECTIVE:
Analyzes the consequences of a decision.

ACTIVITY:
Students are presented with a case of study in which a family must make a decision. Students write a paper stating the decision they would make in the situation and the pros and cons of the decision. A sample case study might be:

You (or your spouse) have been offered a job in another community with a promotion and a substantial increase in salary. The new community has new schools with excellent teachers and is in an area close to recreational facilities. Living costs of housing, taxes, utilities, and food are higher in the new community. Many life-long friends live in your present community.

EVALUATION:
Teacher and student evaluation of the papers for analysis of consequences.

* * * *

INSTRUCTIONAL OBJECTIVE:
Acquaint students with safety practices and fire prevention procedures in the home.

ACTIVITY:
1. Invite the fire department to give a safety demonstration in connection with the home.
2. Emphasize safety in the home; discuss the importance of fire boxes and outlets.
3. Have students find pictures of safety hazards with emphasis on electrical ones, i.e., overloaded outlets.
4. Demonstrate replacing an electrical plug.
5. Have students practice replacing a plug.

RESOURCE MATERIALS:
Local Fire Department
Industrial Arts Department
Magazines

EVALUATION:
List ways in which each room in your home could be safer using the information given by the fire department, discussion, and magazines.

CAREER EDUCATION OBJECTIVE:

1.14 Evaluates personal competencies such as experience, education, and skills.

* * * *

INSTRUCTIONAL OBJECTIVE:

Prepares a personal data sheet to be used when applying for a job.

ACTIVITY:

Students write letters of application for jobs of their choice.

They will evaluate their own skills and knowledge in relation to the type of job they seek. The students will become aware of various "saleable" skills and what the employer considers when employing an individual.

Students will compile a personal data sheet that will include the following information about themselves:

1. general information about self
2. education
3. previous employment
4. special skills or qualifications
5. activities--in and out of school
6. three character references

RESOURCE MATERIALS:

1. The English Language by L. Zahner and J.C. Blumenthal et. al; Harcourt, Brace and World Publishers; 1975; Chapter 9.

EVALUATION:

The students will be evaluated on the basis of their understanding of the relationship between their skills, education, and preferences and their occupational goals.

* * * *

INSTRUCTIONAL OBJECTIVES:

Increase interest of science-minded students in science; expose college-bound students to more advanced levels of chemistry.

ACTIVITY:

1. General Activity--Encourage students to develop some means of comparing household items in terms of efficiency of doing job designed for, based upon chemical content. Then study effect of such content on the environment.

2. Specific Activity--testing household detergents for effectiveness, correlate effectiveness of detergent with ingredient, formulate test of ingredients studied, then study effects of ingredients on the environment. (ecology)

INTEGRATION INTO THE CURRICULUM:

Unit 9 Descriptive Chemistry and selected topics. (Could be introduced into course outline earlier if instructor feels the need.)

(An activity also for Special Education.)

RESOURCE MATERIALS:

Different brands of detergents

Chemicals

Laboratory

EVALUATION:

Evaluation of this project should include manner of investigation (procedure and techniques used in making comparisons), validity of data received, and write-up of conclusions from experiment.

CAREER EDUCATION OBJECTIVE:

1.15 Evaluates own abilities, personal qualities, aspirations, and values and their interrelationship to each other.

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyze our responsibilities as citizens of the United States.

ACTIVITY:

1. List what one's basic rights are, then list what one's responsibilities are, (to define rights and responsibilities) so students can recognize them.
2. Have students write their own Pledge of Allegiance.
3. Have students write their West High Bill of Rights and write their responsibilities.

RESOURCE MATERIALS:

Bill of Rights; The American Citizens Handbook

EVALUATION:

Through discussion and presentation either in group form or individual.

* * * *

INSTRUCTIONAL OBJECTIVE:

Affirms and explains his/her stand on specific value-related issues.

ACTIVITY:

Student volunteers are interviewed before the class concerning beliefs, feelings, and actions. The volunteer sits in a chair in front of the room and teacher moves to back. The teacher may ask the student any question about any aspect of his life and values. The student may refuse to answer any question considered too personal, but if the student answers the question, he must answer honestly. The student can end the interview at any time by simply saying, "Thank you for the interview." In addition, he may, at the completion of the interview ask the teacher any of the same questions that were put to him.

The public interview makes student the focal point, perhaps for the first time in his/her life, for such a period of time, and forces him/her to publicly take a stand and state his/her values on certain issues. He/she later evaluates his/her comments internally.

RESOURCE MATERIALS:

Values Clarification by Sidney B. Simon, Lelan D. Howe, Howard Kirschenbaum.

Man's Search for Identity sound slide program

The Center for Humanities, Ind., White Plains, New York

EVALUATION:

Student demonstrates by words and actions that he is answering openly, honestly, and seriously. He further demonstrates his involvement by recalling and asking the teacher any questions that were previously put to him.

World of Work

Exploration and Preparation Phase

CAREER EDUCATION OBJECTIVE:

2.1 Recognizes that in a service-oriented society, work consists of activities which allow the individuals to fulfill personal needs and those of society.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands changes in life styles over a specific period of time.

ACTIVITY:

Have students develop a comparison of the life styles of the early 1900's and the 1970's. This comparison should indicate similarities and differences of the two time periods.

Suggested areas of study would include:

a. Family structure
b. Mobility of people
c. Leisure time
d. Religion
e. Work
f. Education
g. Occupational promotion--direction provided for career selection

RESOURCE MATERIALS:

Library for individual work

Individuals as resource people (other faculty members, businessmen, parents, ministers)

EVALUATION:

Teacher would determine whether students had drawn a definite comparison between the two time periods.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands the importance of the role of an O.B. nurse.

ACTIVITY:

Class visitation to county hospital. Presentation by head nurse on her role as head O.B. nurse. Emphasis of presentation: individuals working in this department are working to fulfill personal needs as well as providing for a living. The movie, "Birth of a Baby," was shown after the presentation.

INTEGRATION INTO THE CURRICULUM:

Child Development class

EVALUATION:

Class discussion on personal qualities one needs to be a good nurse and how nursing provides an individual the opportunity for personal and societal fulfillment.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware of changes in various areas of society regarding the roles of individuals.

ACTIVITY:

1. Students should define the term sexual revolution.
2. Students are divided into two groups to study the 1920's and the 1960's. Both groups should develop for presentation information pertaining to:
    a. Woman's role in society
    b. Attitudes toward the family and the role of the family
    c. Major concerns of society in relation to moral issues.
    d. Job market and women
    e. Women and political involvement
3. Following the development of this information both groups will present the information in order to lay a foundation for discussion. All students will then participate in a discussion of the question, "When did the sexual revolution really take place, the 1920's or the 1960's?"

RESOURCE MATERIALS:

Library for group work
Interview various people as to opinions on the issue involved

EVALUATION:

Based on observed ability of students to utilize provided information in the discussion.

CAREER EDUCATION OBJECTIVE:
2.2 Analyzes organization within the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognize the total work force organization.

ACTIVITY:
Debate the problem area of unemployment and stress the key objective of organization and dynamics of the work force. Debate topics could be:

a. That the Federal Government should guarantee employment.
b. That the Federal Government should guarantee a minimal annual income.

RESOURCE MATERIALS:
Basic Text
Periodicals and Magazines
Interview of key people related to the problem area for debate, such as people in the employment offices and welfare department.

EVALUATION:
Participation, involvement, research in problem area, test over basic concept.

* * * *

INSTRUCTIONAL OBJECTIVE:
Analyzes the division of labor and cooperation necessary for production of a newspaper.

ACTIVITY:
This activity will be used in a Newspaper Writing unit to help the students gain an understanding of the news story, its content, the time element for reporters of the news, the team approach that news staffs use, and an overall picture of the total news reporting process.

The class will simulate the news relay process of a newspaper. A news conference interview on an important local news story is set up. Invite someone vitally linked to that story to appear for the press conference. Five members of the class will act as reporters and it will be their responsibility to ask the right questions and keep the press conference moving. Four other members of the class will be rewrite men. Another five will be editors. The rewrite men and editors, of course, will not attend the press conference. The remaining members of the class will join in the press conference with the reporters as photographers etc. The following procedure will be followed:

1. As soon as possible after the press conference, the reporters phone their reports to their rewrite men.

2. Relay-rewrite men prepare written copy to be printed or broadcast.
3. Editors and news directors make final dicisions on news copy.
4. All four print media provides copies of their completed news report for the class, using a tape recording.

RESOURCE MATERIALS:

Mass Media, a Worktext in the Processes of Modern Communications by Heintz, Reuter, and Conley, published by Loyola Press, 1972.

The Mass Media and Modern Society, by Rivers, Peterson, and Jensen, Rinehart Press, 1971.

The Publicity Process by J. W. Scwartz, Iowa State University Press, 1970.

EVALUATION:

Teacher evaluation of the class discussion for evidence of understanding of the organization of a newspaper.

* * * *

CAREER EDUCATION OBJECTIVE:

2.2.1 Analysis of role, structure, membership, and leadership of labor unions.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands the role of labor organization in the 1920's and the present day.

ACTIVITY:

1. Compare and contrast the role of labor unions in the 1920's and 1970's.
2. Stress attitude of workers towards their organization.
3. Compare and contrast major goals of the labor organization.
4. Stress different types of labor organizations.

RESOURCE MATERIALS:

A History of the U.S.
Perils and Prosperity
Only Yesterday
Since Yesterday

EVALUATION:

Test performance over the area of study.

* * * *

INSTRUCTIONAL OBJECTIVE:
Understands the functions of labor unions involved in theatrical occupations.

ACTIVITY:
Prepare a file on labor unions related to occupations in the field of theater. The file will analyze the role, structure, membership, and leadership of the following labor unions:

1. The United Scenic Artists
2. Actor's Equity Association
3. Screen Actors Guild, Inc.
4. Screen Extras Guild, Inc.
5. American Federation of Television and Radio Artists
6. Associated Actors and Artists of America (AFL-CIO)
7. The American Guild of Musical Artists, Inc. (dancers)
8. American Federation of Musicians (AFL-CIO)
9. American Guild of Musical Artists, Inc. (AFL-CIO)

RESOURCE MATERIALS:
Occupational briefs in career files in Guidance Department

How to Break Into the Theater, Charlotte Harmon, Dial Press, 1961.

EVALUATION:
Evaluation determined by actual use of the file by those students interested in learning about careers in theater.

* * * *

CAREER EDUCATION OBJECTIVE:
2.2.2 Analysis the role of management in the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:
Become aware of problems facing management.

ACTIVITY:
In a well-organized paragraph, relate an incident from a part-time job experience which shows the difficulties or problems encountered by management.

RESOURCE MATERIALS: Use of models

EVALUATION:
Specific development of incident as related to subject in a paragraph.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develops competencies in employer-employee relations, supervisor-employee relations, employee-employee relations and customer-employee relations.

ACTIVITY:

1. Study of actual case histories of local workers in agri-industry.
2. Role play interviews.
3. Have students discuss with class things that have taken place at his/her training station.

INTEGRATION INTO THE CURRICULUM:

The objective stated above is part of the unit on "human relations." (To be used for all activities.)

RESOURCE MATERIALS:

Use VTR to observe work situations of students involved in employment experience programs.

Have students keep a diary along with other records of their daily activities at their training center. Compare likeness and differences in work values and those areas of work most and least enjoyed by each student.

EVALUATION:

Much of this unit's evaluation must be informal--but errors in the role played interview can be pointed out, the case histories can have several possible solutions as can experiences at the work experience station.

* * * *

CAREER EDUCATION OBJECTIVE:

2.2.3 Analysis of labor relations including employee-employer responsibilities

* * * *

INSTRUCTIONAL OBJECTIVE:

Acquaint students with labor-management roles.

ACTIVITY:

Industrial relations class is divided into three segments--one student acts as arbitrator, the others are either assigned managerial or labor roles. Hypothetical labor disputes are discussed with the arbitrator rendering the final decision.

RESOURCE MATERIALS:

Various labor contract books, e.g., from: Amatek Corporation, Alcoa Corporation, Rock Island Arsenal

EVALUATION: No academic evaluation

* * * *

INSTRUCTIONAL OBJECTIVE:

Evaluates alternatives or choices available to the individual in food services.

ACTIVITY:

Tour a mass production plant such as Sara Lee, Grimes Cannery, Colonial Bakery, etc. Review the various job offerings and job responsibilities. Observe mass production of food.

INTEGRATION INTO THE CURRICULUM:

Food and Nutrition semester course.

RESOURCE MATERIALS:

Sara Lee, Grimes Cannery, Colonial Bakery, etc.

EVALUATION:

After the field trip, hold a class discussion. Poll the class on how many of them would want a job there. Discuss the pros and cons of jobs in mass production. What responsibilities does the employee have? The employer?

* * * *

CAREER EDUCATION OBJECTIVE:

2.2.4 Analyzes governmental role in the organization of the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands that some occupations or careers are influenced by licensing requirements which dictate the type of training or education needed.

ACTIVITY:

Survey Licensing and Training Requirement for Scientific Careers

Assignment should be made to have the students make a list of science occupations. Then take this list and find out what kinds of licensing and training are required for each job.

Job types include

a. Minerologist
b. Conservation officer
c. Agronomist
d. Park Ranger
e. Geologist
f. Geological engineer
g. Petroleum engineer
h. Petroleum Geologist
i. Geophysicist, etc.

RESOURCE MATERIALS:

Occupational Outlook Service
Bureau of Labor Statistics
U.S. Department of Labor

EVALUATION:

Subjective evaluation involving accuracy, completeness, and insights gained.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes industrial changes for human needs. Understand government obligations in safety.

ACTIVITY:

1. This activity is designed to provide the student with the opportunity to become aware of the improvements which have been made in safety procedures in industry.
2. The students can divide in groups and explore safety conditions in the late 1800s, the 1920s, and the 1970s.
3. Students should prepare a panel discussion to understand the influence government, unions, society, and others have had on improving safety standards for workers.

RESOURCE MATERIALS:

A History of the U.S.

Safety materials and handouts

EVALUATION:

Can be oral or written. The evaluation should attempt to discover if the student has gained knowledge of the role government and society can play in forcing industry to improve safety standards for workers.

* * * *

CAREER EDUCATION OBJECTIVE:

2.2.5 Becomes aware of alternative organizational structures based on cooperation.

* * * *

INSTRUCTIONAL OBJECTIVE:

Observes the growth of assembly-line production. Know the effect of assembly-line production on production cost.

ACTIVITY:

1. Have students examine their or their parents' automobile for parts made by other than the car manufacturer. Examples: tires, lights, spark plugs, fan belt, glass, battery, keys, etc. Present students with the following questions:
   a. What part did General Motors, Ford, Chrysler, etc., have in the production of the car?
   b. How much would it cost you to build your car if you bought the parts and assembled it yourself?

2. Have students check and record automobile production figures for the following years: 1920, 1930, 1950, 1970.

3. Have students trace the price of a standard automobile for the same years.

RESOURCE MATERIALS:

Text, history references, almanac, census figures, Dept. of Commerce yearbooks

EVALUATION:

Observation, classroom discussion, objective test items, written reports.

* * * *

CAREER EDUCATION OBJECTIVE:

2.3 Continues exploration of occupational areas while doing an in-depth analysis of areas of interest.

* * * *

INSTRUCTIONAL OBJECTIVE:

Explores the meaning of social stratification and the effect of various occupations upon one's prestige and life style.

ACTIVITY:

Students will be given a handout containing a list of many types of occupations and will then be asked to rank them according to prestige. Students are to note the reasons for their ranking beside the occupation. Results for the class are tabulated and the class discusses the reasons why certain jobs were ranked excellent or low in prestige.

RESOURCE MATERIALS:

Materials necessary come from Sociological Resources for the Social Studies, Allyn and Bacon, Inc.

EVALUATION:

Teacher evaluation of class discussion and information secured from interviews.

* * * *

CAREER EDUCATION OBJECTIVE:

2.3.1 Differentiates between life styles as affected by occupational choices.

* * * *

INSTRUCTIONAL OBJECTIVE:

Evaluate present and future life.

ACTIVITY:

Students discuss a series of social questions and then write paragraph and theme assignment based on the discussion and personal opinion.

RESOURCE MATERIALS:

Sociology, social problems, class

EVALUATION:

Completion of paragraph writing and clear, decisive content.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes how occupational choice can affect life style.

ACTIVITY:

Read "And It Will Serve Us Right," p. 39. Write a paragraph based on examples citing at least two instances of sons becoming greater than their fathers or fathers being greater than their sons in the world of

work. In each case cite differences of life style which resulted from occupational choice.

RESOURCE MATERIALS:
Man in the Expository Mode, use of models

EVALUATION:
Completeness of theme as assigned.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes the various types of cars, the costs and suitability of each, and how to secure the model appropriate to needs and desires.

ACTIVITY:
1. Discuss some of the factors to be considered when purchasing a car.
2. Have students bring a few examples of the type of car they would like to purchase.
3. By reading tables of monthly payments, compute the cost of cars for the buyer who does not have the cash.
4. Study basic ideas behind insurance and find costs of insurance.
5. Discuss actual costs of operating and how to save on costs.

RESOURCE MATERIALS:
Worksheets

TABLES:
1. Used or new car monthly payment tables
2. Insurance rates

Newspapers

EVALUATION:
Have students bring a clipping from the newspaper and compute total cost (paying X amount each month), find insurance costs and cost to operate for one year.

* * * *

INSTRUCTIONAL OBJECTIVE:
Compares sports of the 20s (Golden Age of Sports) with the present.

ACTIVITY:
Students research history of sports, athletics, and related activities. Areas of greatest interest could be used, such as football, baseball, boxing, etc. Emphasis on big names in these areas.

RESOURCE MATERIALS:
Introduction of Athletics Into the U.S.
Club forms of interscholastic athletics
Modern forms of big time athletics, both amateur and professional

EVALUATION:
Class discussion, written paper, written exam.

* * * *

CAREER EDUCATION OBJECTIVE:

2.4 Examines the interrelatedness of skill requirements for similar occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Experiences skill requirements for occupations in fine arts.

ACTIVITY:

During a unit on the science of sound and basic mechanics of music, persons employed in music related fields are invited to visit the class. Piano tuner may demonstrate the tuning of a piano by intervals. While actually tuning the piano he may lecture on the required abilities of a piano tuner and job opportunities. A music arranger may play a recently completed work, show the method used in arranging the skills involved, and discuss employment. After all the speakers, students are asked to discuss how the skills they are acquiring might be used in similar occupations.

RESOURCE MATERIALS:

Piano Tuner

EVALUATION:

Teacher evaluation of class discussion for evidence of knowledge of skill requirements.

* * * *

INSTRUCTIONAL OBJECTIVE:

To help the student evaluate and analyze careers dealing with different office machines.

ACTIVITY:

Have the students interview persons whose career deals with one of the following office machines: card punch and verifier, transcription, non-printing calculator, electronic calculator, offset press, printing calculator, or spirit duplicating.

Questions that might be used: (1) Special skills needed for this job. (2) How much training did they have before being hired by the company? (3) What is a good job entry skill? (4) List advantages of job. (5) List disadvantages of job.

These questions are only to be used as a guide by the student. They should let the interview give them as much information as possible.

RESOURCE MATERIALS:

List of occupations of the community and list of interview questions.

EVALUATION:

Students' ability to evaluate the importance of developing a skill on a machine. Students' ability to identify similiarities between machines and transfer of skills in operation.

CAREER EDUCATION OBJECTIVE:

2.5 Recognizes the dynamic nature of the work force.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes the effect of increased mobility on occupational opportunities.

ACTIVITY:

During a study of city life, students will amass information on population changes in the U.S.A., such as shifts between states, regions, rural, surban, and suburban. What's the mobility rate for an average family? Can a cause and effect relationship be established for specific job areas? Information collected shall be exchanged and discussed in small group sessions. It is hoped that this activity will make the student more aware of America's increasing mobility and its implications.

RESOURCE MATERIALS:

1. SRSS booklet: Cities and City Life
2. LAP V

EVALUATION:

A questionnaire over the information gathered will be prepared by the instructor and administered to the students as part of the unit examination procedure.

* * * *

INSTRUCTIONAL OBJECTIVE:

Introduces student to various types of maintenance jobs pertaining to welding.

ACTIVITY:

Maintenance Week

Advertise availability of welding classes for repair work. Repair articles students and teachers bring into class from within the school for a minimal charge.

RESOURCE MATERIALS:

Textbook, any outside materials

EVALUATION:

Group discussion after week is over concerning value of maintenance week.

* * * *

CAREER EDUCATION OBJECTIVE:

2.5.1 Identifies that some occupations become obsolete because of advances in human and scientific technology.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop the understanding that society and technology are constantly changing and that jobs likewise are being modified, done away with, or created.

ACTIVITY:

1. List science occupation or jobs that did not exist 10-15 years ago.
2. Discuss:
   a. Anticipate what the demand will be for science-oriented people in the next 10-15 years.
   b. What can the schools do to prepare for the jobs of the future, many of which do not exist today?

RESOURCE MATERIALS:

Newspapers, magazines, Occupational Outlook Service, Bureau of Labor Statistics, U.S. Department of Labor

EVALUATION:

Teacher subjectively evaluating the lists and the class discussion.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands that job changes occur because of technological and societal change.

ACTIVITY:

1. Make a list of recent (last 5 years) inventions that do efficiently and cheaply jobs that formerly required several people.
2. Discuss with your class the implications of these changes.
3. A written report to show the kinds of jobs that are apt to be modified or eliminated.

RESOURCE MATERIALS:

Newspapers, radio, news magazines

Science magazines:

Science World
Popular Mechanics
Popular Science
Science Newsletter
Popular Electronics
Science Digest

Television

EVALUATION:
Subjective evaluation of the report, discussion and list of inventions.

* * * *

CAREER EDUCATION OBJECTIVE:
2.5.2 Analyzes periodic adjustments in local, national, and international manpower needs.

* * * *

INSTRUCTIONAL OBJECTIVE:
Discover how the public view of the U.S. government in business and toward welfare changed during the 1930s.

ACTIVITY:
After pupils have read selections from the resource materials, then pose the question, "If your father lost his job today, what would he do to sustain his family over the next 5 years?" Also pose the question, "Do you think your father would accept government welfare in any form, partial or full, during his period of unemployment?" Each pupil should submit a written report.

RESOURCE MATERIALS:
A History of the United States

The Great Depression

Depression Decade

EVALUATION:
Teacher evaluates papers.

* * * *

CAREER EDUCATION OBJECTIVE:

2.5.3 Recognizes the demographic implications of occupational opportunities.

* * * *

INSTRUCTIONAL OBJECTIVE:

Acquaintance with possible careers in theater and their requirements.

ACTIVITY:

Compile a list of occupations in theater and an occupational brief for each. This list of occupations and the occupational briefs will be made available to students in mimeographed form. The brief for each occupation will include the following information:

a. Nature of the work

b. Where employed

c. Training and other qualifications

d. Employment outlook

e. Earnings and work conditions

RESOURCE MATERIALS:

Career files in guidance department

Your Career in the Theater, Bruce Savan, Doubleday, 1961.

EVALUATION:

Evaluation will be student knowledge of the content of the occupational list and briefs and student selection or rejection of theater-related careers and further education leading toward a possible career.

* * * *

CAREER EDUCATION OBJECTIVE:

2.6 Recognizes the interdependency between the individual and society's needs, and their implications for work.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands life style and occupational opportunities in the 1920s and 1970s.

ACTIVITY:

1. Compare or contrast the life style of the 1920s and the 1970s.
2. Stress the social, economic, and political aspects of the times.
3. Stress key occupations of the times (what were they, what was the annual income).
4. Divide the class in half and divide each half into the three groups to study the above areas. One half of the class will study the 1920s and the other half will study the 1970s.

RESOURCE MATERIALS:

A History of the U.S.
Only Yesterday
Since Yesterday
Perils and Prosperity

EVALUATION:

Performance-observation of student involvement; grading of research data and presentation of findings to class.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develops ability to recognize the overlap of the various disciplines and gain knowledge of the areas.

ACTIVITY:

Coordinate speakers between social problems, biology, family life, and child care, etc. The areas that overlap between these subject areas would include family planning, abortion, child development, community planning, and ecology.

EVALUATION:

Students could be tested on the topic covered by the speaker.

* * * *

CAREER EDUCATION OBJECTIVE:

2.7 Recognizes the interdependency between the individual and society's needs and their implications for work.

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyzes the commercialization of history, by showing how historic points and events are used for economic gain.

ACTIVITY:

1. Divide the classroom into three groups: Federal, state, and local (Quad-City and surrounding area).
2. The students are to locate and investigate the use of historic points and events.
3. Students should cite for what cultural, social, or economic benefit history is being used and who is the benefactor. Examples of areas: Federal--Watergate; state--Herbert Hoover; local--Arsenal (Rock Island).

RESOURCE MATERIALS:

Library resources
Historic monuments
Local community groups, ex., Chamber of Commerce
Textbook: History of the U.S.

EVALUATION:

Have students either present their information to the class in reports or discussion. Their research may be written up for evaluation.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands what it costs to support a life style in Davenport.

ACTIVITY:

1. Make a handout of salary (e.g., $7800) vs. a typical year's expenses (e.g., food, rent, recreation, etc.) Challenge students to prove or disprove the figures.
2. Have the students write a questionnaire and survey their families and friends in regard to their approximate incomes and cost of living.

RESOURCE MATERIALS:

Area Manpower Review
(Pamphlet for the Iowa Employment Security Commission)

EVALUATION:

Performance-observation of student involvement, and grading of the data they obtain from their questionnaire.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands the interrelationship of various areas of the city.

ACTIVITY:

Students are to take a particular city, e.g., Davenport, and redo the general zoning of the city. Students are responsible for including the following:

a. Industrial
b. Residential
c. Recretional
d. Service (hospitals, fire department, etc.)
e. Sewage disposal, sanitary landfills, etc.
f. Low-income housing

Student must consider what is environmentally best, the best methods for transportation from housing to work, recreational areas, shopping, etc. Student should include present industries, housing, etc., and allow for future expansion.

RESOURCE MATERIALS:

City maps--obtained from city hall
Lecture and supplemental materials on city planning, theories on city structure.

EVALUATION:

Study is to be evaluated on reality of plans and whether all areas are included.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8 Analyzes and experiences the economic aspects of the world of work.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes that leisure time hobbies may become a vocation and/or avocation.

ACTIVITY:

The six major craft areas--glass, wood, textiles, metal, clay, and paper, are studied in a basic craft course. Each student will write a research paper on two of the major crafts areas of their choice. This paper will include a discussion of the crafts as an avocation (which may turn into a full time-vocation), possible salaries, life styles, educational requirements. Students will also interview someone who has successfully used a craft hobby as a vocation.

RESOURCE MATERIALS:

Handout - "Circle Graph," "How to Communicate with Talent"

EVALUATION:

The students' papers will be given an oral evaluation by the instructor.

* * * *

INSTRUCTIONAL OBJECTIVE:

Compares and contrasts the cost of life necessities during the 1920's and the 1970's.

ACTIVITY:

Divide the students into two groups, 1920's and 1970's. The group should be subdivided into three life necessity areas--perishable, non-perishable and recreational. The students should compare and contrast employee salaries and the cost of living for the three above-mentioned areas.

RESOURCE MATERIALS:

Library resources
Textbook: A History of the U.S.
Life Time series

EVALUATION:

Subjective evaluation of student presentation of material to the class or written evaluation may be asked for.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8.1 Evaluates the role of the financial institutions in today's economy.

* * * *

INSTRUCTIONAL OBJECTIVE:

Becomes aware of the various financial institutions and how they function.

ACTIVITY:

The teacher should dicusss exposition in relationship to economic structure. This may be followed by a project in which a student does readings in one or several areas: Federal Reserve Board, National Labor Relations Board, New York Stock Exchange, President's economic policy, Federal Housing Administration, or the American Automobile Industry.

Student should then discuss in a written or verbal theme the following areas: economic implications on a national, state and local basis and implications for the individual.

RESOURCE MATERIALS:

School and public library

EVALUATION:

Students' ability to define ways an economic institution can affect day to day economy.

* * * *

INSTRUCTIONAL OBJECTIVE:

Realizes financial impact of federal income tax; learns how to complete income tax form.

ACTIVITY:

Distribute current federal income tax forms and bulletins to each pupil. Make sure each student anticipates all factors in completing forms, such as size of family, annual income, value of home, indebtedness, etc. Each student completes form on basis of his situation 10 years in the future.

RESOURCE MATERIALS:

Bulletin on how to complete income tax.
Teacher developed check sheet of income and expenditure factors.

EVALUATION:

Pupils submit their personal income tax forms for teacher observation.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8.2 Evaluates factors influencing incomes and advancement opportunities in occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Understands how wages and salaries are determined.

ACTIVITY:

1. Look at difference between wages and salaries in different occupations.
2. Compute wages for hourly pay, piecework, and overtime. Compare and contrast to salaries.
3. Cover the basic tax and social security withheld from a paycheck.
4. Compute take-home pay.

RESOURCE MATERIALS:

Worksheets, sample paychecks

EVALUATION:

Find the take-home pay of people in various occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Relate knowledge, experiences, work habits, attitudes, and advancements.

ACTIVITY:

Organize a guest panel. Three to five people--managerial, owners, or personnel.
Discuss and identify factors that influence income.
Discuss and identify factors that influence advancement.
To emphasize that attitudes and knowledge affect advancement.

RESOURCE MATERIALS:

Community industry and business

EVALUATION:

The students will be able to list factors that influence income and advancements.

* * * *

CAREER EDUCATION OBJECTIVE:
2.8.3 Investigates fringe benefits.

* * * *

INSTRUCTIONAL OBJECTIVE:
Becomes aware of fringe benefits and their importance in job selection.

ACTIVITY:
View the film "The New Japan: Asia's Industrial Giant." Students write a paper comparing and contrasting the life style of an average Japanese and American factory worker. The purpose of this activity is to create student awareness of the importance of fringe benefits and to give them an insight to reasons for Japanese economic prosperity.

RESOURCE MATERIALS:
Library and resource center.
New York Times sound filmstrip--"The New Japan: Asia's Industrial Giant."

EVALUATION:
Based on written report.

* * * *

INSTRUCTIONAL OBJECTIVE:
Recognizes at least five types of fringe benefits available to employees.

ACTIVITY:
Interview local employers as to the type of fringe benefits provided their employees--retirement, profit sharing, travel expenses, hospitalization, special company discount, etc.

Class discussion of types and meaning of each fringe benefit provided employees of the community.

RESOURCE MATERIALS:
Library material
Community members interviewed

EVALUATION:
Learner can discuss and define five fringe benefits in relation to career choice.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8.4 Examines the cost of attending vocational schools, colleges, apprenticeships, trade school, and technical schools.

* * * *

INSTRUCTIONAL OBJECTIVE:

Based on students' future plans, divide the class into groups, each group assigned to investigate the costs and interrelated factors of post-high school education. (See 2.8.4 for 5 levels of division.) Following a panel-symposium format, have students present in groups their findings. Encourage additional audience discussion into the cost of education, and factors that should affect one's choice.

RESOURCE MATERIALS:

Basic Text
Guidance Department
Library

EVALUATION:

By participation and quality of research in the respective areas of education.

* * * *

INSTRUCTIONAL OBJECTIVE:

Assemble information about (major field) schools, colleges and university (major field) departments.

ACTIVITY:

1. Develop a file to include a list of schools, colleges and universities offering good programs in (major field). A profile of each school indicating strong areas of emphasis and facilities to be included with the file which will be mimeographed and available to interested students.
2. Pamphlets and brochures from schools will be kept on file and made available to students.
3. Scholarship information and tuition costs to be a part of the file.
4. Students write letters to schools, colleges, and university departments for information.

RESOURCE MATERIALS:

Career files in guidance office
Pamphlets, brochures, catalogs from schools

EVALUATION:

Use of file by students for furthering education.

* * * *

CAREER EDUCATION OBJECTIVE:

2.8.5 Considers avocational pursuits and their economic impact.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes the role of avocational pursuits in today's society.

ACTIVITY:

1. Have students present a short speech on their favorite hobby.
2. Have them explain the cost and/or profit accrued in that hobby.
3. Explore possible careers in that avocational/hobby area that students could enter.
4. Discuss economic impact of that avocational hobby on society.

EVALUATION:

Presentation and content.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develops an awareness of possible avocational pursuits.

ACTIVITY:

In a well-organized paragraph compare and contrast leisure-time activities available in an urban area with those in a rural area in a specific location of own choosing.

RESOURCE MATERIALS:

Use of models

EVALUATION:

Completion of paper according to guidelines.

* * * *

CAREER EDUCATION OBJECTIVE:

2.9 Recognizes the educational setting as one of the places which provides for development of computational, communications, leisure, human interactional skills necessary for involvement in the world of work.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes and understands operation and vocabulary relating to radio lab.

ACTIVITY:

1. Do radio packet
2. Listen to 1 hour of programming on a radio station--log the hour.
3. Each individual plans an hour of programming and log it.
4. In small groups prepare a 30 min. radio program for broadcast. (Commercials, news, sports, interviews DJ, etc.)-Use Radio Lab with turn tables, etc.
5. Vocabulary study should progress as individual and group projects develop.

RESOURCE MATERIALS:

1. Radio lab
2. Instruction book
3. Media packets-radio
4. Music
5. Media dictionary

EVALUATION:

The students should present a good 30 minute radio program with the log prepared in advance. They should know how to operate the radio lab with no difficulties. It will be as though we are listening to 30 minutes on a local radio station.

* * * *

INSTRUCTIONAL OBJECTIVE:

Explores landscape architecture as an occupation and horticulture as a leisure time activity.

ACTIVITY:

Students should develop a plan for landscaping their own home lawn. Plan would include drawings and written explanation. Discussion could follow on landscape architecture as occupation.

EVALUATION:

Plan will be evaluated in terms of scientific accuracy, neatness, and correct English.

* * * *

CAREER EDUCATION OBJECTIVE:

2.10 Develops competencies in seeking employment.

* * * *

INSTRUCTIONAL OBJECTIVE:

Ability to apply for a job.

ACTIVITY:

1. Have students list their favorite stores in town--restaurants, grocery, clothing, etc. After each place of business, have them name the qualities about this place that they liked. They should come up with the kind of people, the quality of products, or service it produces and teacher brings the third point...Does the company pay its employees well and make a profit for the owner?
2. Which place would you like to work and why? Why are all of these things important?
3. Why should people be happy in their jobs? Why get along with fellow workers? Should there be rapport between young and old employees? What does each have to offer?
4. Why is the reputation of a company important? What is meant by a company reputation? On page 10 is a code of ethics for a company.* Compare this code of ethics to our school. Since you are the product of our school, let's evaluate it according to a good business. Would you like to work for our school? Why? and Why not?
5. What are plus values or fringe benefits on salary to look for in securing a job (listed p. 12-14).
6. What are the opportunities for advancement on the job?

RESOURCE MATERIALS:

*The Young Women in Business, by Beth McLean from Iowa State University Press, Chapter I.

EVALUATION:

Essay type test concerning the unit, "How to Select and Secure Employment."

* * * *

INSTRUCTIONAL OBJECTIVE:

Completes a job interview with confidence.

ACTIVITY:

1. Have students bring in occupational listings from local newspapers and let them choose one they could be interested in.
2. Talk about the information that should be included in a letter of inquiry and a data sheet and have students write them to fit in with their selected job opening.
3. Discuss proper dress and have students find pictures of clothes that would be appropriate.
4. Mention the correct time to arrive for the interview.
5. Have students make a list of questions for each topic:
   a. Questions they expect to be asked so they can collect their thoughts ahead of time.
   b. Questions they want to ask the employer.
6. Also have them list some references they could use other than ministerial or family.

RESOURCE MATERIALS:

Threshold to Young Adult Living
Magazines
A representative from the Iowa Employment Security Commission.

EVALUATION:

Bring to class two containers, both filled with slips of paper containing each student's name. Label one "interviewer" and one "applicant." Begin by drawing a name from each container and let the student role-play, an interview, using the desk, etc. and the 2 lists that were filled out. After each interview, talk about the good points and have students give constructive criticism. When finished, have those students select two more names.

* * * *

CAREER EDUCATION OBJECTIVE:

2.11 Considers the economic impact of national policies on the availability of jobs.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develops an understanding of importance of compromise in solution of crisis situations.

ACTIVITY:

A hearing before the Environmental Protection Agency for the purpose of acting on an application to permit construction of an oil pipeline from the North Slope of Alaska to Great Falls, Montana. Proponents and opponents of the granting of the permit have been invited to appear at the hearing.

Problem--domestic petroleum supply is critical. Alaskan supply, if available would relieve the acute shortage. Environmentalists are opposed on ecological grounds. Is there a way of getting the oil transported without destroying the flora, fauna, and ecology of the area?

RESOURCE MATERIALS:

Newspapers, Periodicals, Resource persons in community

EVALUATION:

Performance: Will both sides be able to compromise?

* * * *

Self and the World of Work

Exploration and Preparation Phase

CAREER EDUCATION OBJECTIVE:

3.00 The learner analyzes modification of career patterns, makes career plans, and prepares for entry into the world of work a function of time and a developing self-identity.

* * * *

INSTRUCTIONAL OBJECTIVE:

Assimilates a knowledge of local impact from government employment, as it relates to the expansion of governmental services since 1932.

ACTIVITY:

Divide into groups and pursue data on the following areas:

a. Types of government employment available in the U.S.
b. Government occupations available in the Quad-City area.
c. Historical development of various occupations.
d. Preparation requirements.
e. Compensation available for each occupational area.

This activity is based on the fact that one out of five U.S. workers are employed by government agencies.

RESOURCE MATERIALS:

Dept. of Labor Reports
Mimeographed materials
Various documentary sources

EVALUATION:

Students will be evaluated on the following criteria (1) completeness of research (2) quality of presentation and (3) imagination in development of activity.

* * * *

CAREER EDUCATION OBJECTIVE:

3.1 Analyzes personal characteristics as they relate to areas of interest.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes the correlation of career, life style, and income.

ACTIVITY:

Develop a series of discussion topics such as:

a. Career, Happiness, and Money
b. Money and My Basic Needs
c. Successful Marriage, Successful Careers
d. Can a Totally Free Man be Happy?

Other topics are logical as long as they draw upon the key concept of the objective.

EVALUATION:
Participation and depth of research into the discussion problem areas.

* * * *

INSTRUCTIONAL OBJECTIVE:
Analyzes characteristics as related to a specific occupation.

ACTIVITY:
Read "Instant Replay", p. 131, and identify personal characteristics which Kramer states as necessary for a career in football. In a well-developed paragraph elaborate on these characteristics.

RESOURCE MATERIALS:
Man in the Expository Mode

Use of models

EVALUATION: Completion of paragraph according to guidelines.

* * * *

INSTRUCTIONAL OBJECTIVE:
Acquaint students with job opportunities related to his or her area of interest.

ACTIVITY:
1. Compile a list of key words, phrases and/or expressions that describe your personal characteristics.

2. Study the Dictionary of Occupational Titles for available jobs in an area that fits your personal characteristics.

3. The student will pick an area that fits his or her personal characteristics and write a short summary and give an oral presentation to the class on the findings.

EVALUATION:
Personal characteristic list, written and oral presentations, and evidence of their understanding of the fundamental concept of this objective.

* * * *

CAREER EDUCATION OBJECTIVE:

3.2 Explores selected occupational areas in depth and begins preparation for occupational entry into occupational area(s).

* * * *

INSTRUCTIONAL OBJECTIVE:

Gathers worthwhile information about jobs and choosing jobs to share with the group.

ACTIVITY:

Students read some interviews conducted by Studs Terkel and listen to a portion of a record of Terkel interviewing people about depression.

Help prepare a set of questions to ask of someone in the community--an acquaintance, friend, or relative--about his/her career or current job. These should be taped with a cassette recorder if possible.

The interview is recorded and results shared with the group. List of possible questions for interview are provided below.

1. What is your present job? How long have you had this job?
2. What other jobs have you held in the past?
3. Why did you change jobs or job locations?
4. Did you go on to college or any further training after high school?
5. If so, what did this education or training do for you? As a person? For job preparation?
6. Do you foresee changing jobs or entering another career in your lifetime?
7. What is more important to you--your job or your leisure time?
8. What do you enjoy doing during your leisure time?
9. When did you decide what you would do for a living?
10. Who helped you decide? What, if any, would have helped you make an earlier or easier decision?
11. If you "had it to do over again," what kind of job would you have?
12. What jobs do you consider pretty much in demand these days?
13. Did the location of the job influence the choice?
14. Do you feel a loyalty to your company/employer/boss? Why or why not?
15. What do you feel about retirement? At age 65? at 55? at 50? Forced retirement earlier than 65?

RESOURCE MATERIALS:

"Mainstreet, USA" from Dialects and Levels of Language, McDougal, Littel and Company, P.O. Box 1667, Evanston, Illinois 60204.

Record: "Hard Times"

Resource people in community

EVALUATION:
Provides a written report of the interview
Writes a paragraph telling what the learner gathered from the experiment.
Orally shares the results of the interview with the group.

* * * *

CAREER EDUCATION OBJECTIVE:
3.2.1 Identifies specific educational and skill requirements for occupational entry in selected occupational area(s).

* * * *

INSTRUCTIONAL OBJECTIVE:
Acquire basic information on a wide variety of science-related careers or jobs.

ACTIVITY:
Organize a Career Corner Shelf for the display of information on science-related occupations. Include in the display books, booklets, pamphlets, data sheets, and taped interviews made with people in science occupations. List occupational entry skills needed for employment in the occupations being displayed. Distinguish between those that are manipulative and those that are science oriented.

RESOURCE MATERIALS:
Pamphlets: "Medical Laboratory Assistant"
"Practical Nurse"
"Operating Room Technicians"

EVALUATION:
Subjectively on the amount of use made of the materials.

* * * *

INSTRUCTIONAL OBJECTIVE:
Becomes acquainted with specific educational and skill requirements for occupational entry into the weaving, furniture-making, and crafts industries.

ACTIVITY:
Plan a field trip to Amana, Iowa, to include the following:

1. The woolen mill and showroom where students can observe dying, spinning, carding, weaving, and marketing.
2. Both furniture factories in which the students can observe the cutting, sanding, and finishing of hand-crafted furniture. Some of the items are shown in room groupings.
3. The Amana museum shows the interior furnishings of a typical Amana home during the earlier days of the colony.

Have students interview workers at convenient times asking about what special skills were required to be employed in this occupation and what level of education and educational background they needed to be employed.

Have students summarize these interviews, share with class, and file in occupational file in the library or classroom.

EVALUATION:
The quality of oral and written reports.

* * * *

INSTRUCTIONAL OBJECTIVE:
Identify the education, skills, and personal qualifications needed to succeed in the various occupations within the food industry.

ACTIVITY:

1. Identify and chart the levels of various types of careers in the food industry--note those especially for me, e.g., government inspection of food, sanitary inspection, food production manager, waiter. Obtain information from the guidance counselor or workers as to the education, skills needed, salary to be expected, and years to the top. Report back to the class.
2. Tour Jimmy Dean Sausage Plant and identify the numbers and kinds of technical or professional food workers employed. Also, tour the administrative offices; talk with workers as to advantages, disadvantages, satisfactions, and frustrations involved in their job.
3. Trace a food item from planting through harvesting and to the consumer's table. Investigate a cost of the original material, cost and profit for the producer, manufacturer, retailer, and cost to consumer. Compile a list of the people that handle it and their qualifications.
4. Use FHA cassette tapes and slides on Mcbonalds as to qualifications, training and investment in the business, and how his business has affected the local economy and eating habits of local citizens (teenagers).

RESOURCE MATERIALS:
Iowa Guide for Boys' Home Ec.
Jimmy Dean Sausage Plant
Newspaper article on lettuce--Des Moines Tribune, March 1973
FHA tapes on McDonalds, Babe's Pizza, Jonny and Kay's, Top of the Tower, etc.

EVALUATION:
Summarize as a class discussion.

* * * *

CAREER EDUCATION OBJECTIVE:

3.2.2 Aligns personal goals and desired life style plans with occupational area(s).

* * * *

INSTRUCTIONAL OBJECTIVE:

Develops an awareness if occupational choice is influenced by desired life style and personal goals.

ACTIVITY:

Have students analyze the work values of a waiter, teacher, carpenter, stenographer, and farmer. Compare these life styles that are synonymous with the majority of those employed in these occupations. Invite a person employed in each of these occupations to speak before the class and describe their desired life style and how this occupation contributes to such living.

After all workers have spoken to the class, have the class discuss the advantages each speaker had and write their own idea of what life styles they would like to lead. Have students research various occupations and develop a list of occupations they feel would assist in establishing and maintaining this life style. Have students underline the occupations which appeal to them personally.

RESOURCE MATERIALS:

Library resource materials

EVALUATION:

Participation in class discussions, quality of life style descriptions, and extensiveness of lists of occupations.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop an understanding of personal prejudice.

ACTIVITY:

1. Assign various students as "personnel director".
2. Give them six job applicants and have them choose a person for the job based on the information included. (No statement on race is made in these applications.)
3. After the students have made their choice, have them look at pictures of the applicants without mentioning which picture goes with which file.
4. See if the photo selection match the file selection. Why or why not?

RESOURCE MATERIALS:

Will be developed by the instructor.

EVALUATION:
Observation--instructor must estimate if the students are discussing their personal prejudices.

* * * *

CAREER EDUCATION OBJECTIVE:
3.2.3 Identifies personal alternatives in terms of current occupational trends.

* * * *

INSTRUCTIONAL OBJECTIVE:
Becomes acquainted with changes in availability of occupations.

ACTIVITY:
Have students list occupations of interest to them. These could be those that they plan to enter after graduating from high school. Have each student chart occupational trends for each occupation on their list and make judgements relative to their existence in the future. Have students select the 4 or 5 most promising occupations on their lists and develop complete job descriptions and entry requirements for each occupation.

RESOURCE MATERIALS:
"Dictionary of Occupational Titles"

U.S. Labor Department Employment Trend Data

EVALUATION:
Extensiveness of occupations listed and thoroughness of occupational descriptions.

* * * *

INSTRUCTIONAL OBJECTIVE:
Evaluate personal interests as they relate to hobbies or to careers.

ACTIVITY:
Student is to write a well-organized theme examining his/her personal interests as they may relate to specific hobbies or to careers. Specific personal characteristics should be matched with specific hobbies or careers and these characteristics related to characteristics of occupations of interest to each student. After each student has examined these characteristics and identified the commonalities of them, have each student select that occupation of real interest and prepare an occupational analysis of it.

INTEGRATION INTO THE CURRICULUM::
Composition Techniques Unit

EVALUATION:
Characteristics identified and the thoroughness of each occupational description.

* * * *

CAREER EDUCATION OBJECTIVE:
3.2.4 Evaluates impact of altering occupational objectives to accommodate individual life style preferences.

* * * *

INSTRUCTIONAL OBJECTIVE:
Evaluates careers. Evaluates and observes people.

ACTIVITY:
Have students view A-V tapes depicting interviews of local employers and employees. Let students discuss what they saw and write an evaluation of the personality and information presented on the tape. Allow students the opportunity to share this evaluation with the class.

RESOURCE MATERIALS:
Video-tapes in library recorded by Wiebner and Kline.

EVALUATION:
Student's ability to observe and perceive the interview process and what makes it click.

* * * *

INSTRUCTIONAL OBJECTIVE:
Analyze the impact of various careers on one individual.

ACTIVITY:
Read "Leonardo da Vinci", p. 220; "The Monster", p. 210; and "How I Got Into Show Business", p. 369. Discuss how the various occupations in the lives of Leonardo da Vince, Richard Wagner, and Sammy Davis Jr., have been beneficial to these people. Write a theme analyzing the opportunities provided by many careers. Examples which can further be used are Thomas Edison, Walt Whitman, Carl Sandburg, Golda Meir, Ernest Hemingway, and Margaret Mead. Stress how each occupation has fulfilled a specific need in the developing career pattern of each person studied.

INTEGRATION INTO THE CURRICULUM:
Writing Based on Literature Unit

RESOURCE MATERIALS:
Voice 2, Jay Cline, Houghton Mifflin Co., Boston, 1969.

EVALUATION:
Completion of writing assignment.

* * * *

CAREER EDUCATION OBJECTIVE:

3.2.5 Realizes that preparation for occupational entry at the secondary level can lead to employment upon high school graduation or lead to more specific preparation for occupational entry at the postsecondary level.

* * * *

INSTRUCTIONAL OBJECTIVE:

Realize the employment potential of federal government civil service.

ACTIVITY:

Have personnel representative of a governmental agency visit class to discuss the possibility of a career in the federal Civil Service. Encourage him to emphasize the wide gamut of job titles, application procedures, job security, promotion policies, and other pertinent data. Provide class with application forms to be completed later in class. Have students complete applications. Invite speaker back to school to review and critique each student's application with him/her.

RESOURCE MATERIALS:

Civil service application forms and brochures

EVALUATION:

Pupils completed personal applications for federal civil service employment to be reviewed by governmental agency representative.

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyze the value of school subjects as they apply toward the pursuit of a career.

ACTIVITY:

1. Check newspaper advertisements for jobs requiring a particular science background. Have each student investigate the occupational requirements of each job to determine the specific occupational requirements of a specific nature. Have students identify where in their course work these occupational requirements are being met. Have each student list those areas of scientific knowledge that are requisite to each occupation.
2. Make a list of biologically-related occupations found in local business and industry.

INTEGRATION INTO THE CURRICULUM:

As applicable.

EVALUATION:

Occupational lists and newspaper ads brought in by student and the course content identified as being related to each occupation studied by student.

* * * *

CAREER EDUCATION OBJECTIVE:

3.2.6 Generates plan for preparing for occupational entry into selected occupational area(s).

* * * *

INSTRUCTIONAL OBJECTIVE:

Describe approach to becoming employed in occupation of own choice.

ACTIVITY:

Have each student select the occupation in which he is most interested in being employed. Have him/her describe educational and skill requirements for the occupation he/she has chosen. Have him/her develop a time flow chart, including places, names, schools, schedule of activities, and skills that will, when fulfilled, provide him/her with the skills necessary for occupational entry.

RESOURCE MATERIALS:

Reference materials available in the school library, counselors office, and classrooms.

EVALUATION:

The detailed and thoroughness of each student's plan.

* * * *

INSTRUCTIONAL OBJECTIVE:

Prepare for interview with prospective employer for position as reporter.

ACTIVITY:

1. Prepare personal resume.
2. Answer letter for simulated reporter position.
3. Prepare list of questions for interviewing prospective employer for position as reporter.
4. How would you become aware of vacancies?
5. Make a string book.
6. Hold a simulated interview with instructor after presenting letter, resume, and string book.

INTEGRATION INTO THE CURRICULUM:

Introduction

RESOURCE MATERIALS:

Paper, typewriter, copies of printed stories, notebook

EVALUATION:

Resume, string book, list of questions to ask prospective employer, and letter in preparing to interview for position as reporter. Explanation of how you would become aware of vacancies.

* * * *

CAREER EDUCATION OBJECTIVE:

3.3 Recognizes that personal characteristics and values change as careers progress.

* * * *

INSTRUCTIONAL OBJECTIVE:

Analyze specific careers and life styles and how they change.

ACTIVITY:

Have students write a theme on "The Person I Would Like To Be Like." The following areas should be considered in an analysis of the career and life style: age, character traits, appearance, occupation, recreations, and philosophy.

INTEGRATION INTO THE CURRICULUM:

Composition Techniques Unit

RESOURCE MATERIALS:

Library resource materials

EVALUATION:

Quality of themes submitted and thoroughness of characteristics dealt with.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop an awareness of the impact a specific career has on language.

ACTIVITY:

Have student choose a particular career of interest and discuss the effect this career has had on vocabulary expansion of the English language.

Interview a carpenter, lawyer, doctor, housewife, etc. Tape these interviews. Have students analyze taped conversations listing the words that these workers used that were unfamiliar to them. Pull lists together to reflect the entire class' feeling about new words that they heard. Use these words to develop compositions related to each worker's occupation.

INTEGRATION INTO THE CURRICULUM:

History of the English Language Unit

RESOURCE MATERIALS:

Library research

EVALUATION:

Number of words identified by each student and the effectiveness of the use of these words in compositions related to the work of the people interviewed.

* * * *

CAREER EDUCATION OBJECTIVE:

3.4 Prepares for job entry into selected occupational area(s).

* * * *

INSTRUCTIONAL OBJECTIVE:

Development of skills involved in selling, planning, and completing a job.

ACTIVITY:

Obtain, design, and print a "job".

1. Send student to various teachers to solicit jobs.
2. Student design job and estimate cost.
3. Obtain approval from teacher.
4. Compose and proof job.
5. Obtain final O.K. from teacher.
6. Print job.
7. Figure cost and write up a bill
8. Package.
9. Deliver and collect price (shop cards)

RESOURCE MATERIALS:

Text--Carlson
Resource People - Arnold Randone (Wagner's)

EVALUATION:

Individual's work and finished product.

* * * *

CAREER EDUCATION OBJECTIVE:

3.4.1 Differentiates between entry level and skilled employment.

* * * *

INSTRUCTIONAL OBJECTIVE:

Assesses potential for success in an occupation.

ACTIVITY:

Have each student complete the following worksheets on an occupation(s) of his or her choice. Review and discuss the results of each completed worksheet with class and file in library or counselor's office.

EVALUATION:

The thoroughness of responses to questions on the worksheet and the number completed.

 * * * *

Student's Name_____ Due Date_____

OCCUPATIONAL SURVEY WORKSHEET

OBJECTIVE: Reassess abilities, interests, and attitudes according to selected career and life style. Determine further requirements needed. (From the National Standard Career Education Model, Educational Properties Inc., 1972.)

INSTRUCTIONS TO STUDENT: The purpose of this assignment is to investigate in depth an occupation which you would like to follow for your life's work. It may be in the same field as you are now employed as a cooperative student or another occupation in which you are interested.

The following work sheet is to be completed but do not let this outline limit you in the collecting of information. There may be a number of other considerations you should include due to recent developments.

You will be required to list at least three written references and should visit with at least one person currently in this occupation, if possible. Keep this in mind so you won't have to back track to relocate your references.

The information available might be scarce for some questions. The occupation itself might determine how much information is available. However, it is expected that you will search out some information for each question. Use the most recent publications available.

I. List your previous work experience by occupation or by a work activity such as detasseling corn, construction work, mowing lawns for hire, auto mechanics, babysitting, selling at a concession stand, grocery checkout, cashier, other.

1._____ 4._____

2._____ 5._____

3._____ 6._____

II. Name the occupation you are studying now_____
Give a brief history of the origin of this occupation and relate a few facts in the development of this occupation.

Reference for section II_____
author title of book or magazine

_____
page numbers publishing company copyright date

III. In what job cluster do you find this occupation?_____

_____ Is your current interest in this occupation an extension of interest in any of your previous work experiences?

___Yes ___No

If yes, name the specific work experience which you feel has encouraged you to select the above named occupation and explain how it is related to your current interest.

Discuss a work experience, if any, which guided you out of that kind of work as an occupational goal.

IV. Some factors which influence occupational choices are the expectations of other people, the encouragement of other people, by your own independent thinking, or a combination of these factors. Identify and explain how these factors may have influenced you and your occupational choice.

V. Evaluate the importance of this occupation in relation to your own feelings and to society as a whole by considering such things as service to others, demand for this occupation wherever you might live, is it a necessity you deal with or is it a luxury, is it a glamour occupation, etc. Think of other factors of evaluation which are important to you.

VI. What is the number of workers engaged in this occupation?_____
What is the trend for the supply of workers needed in the years ahead?

Reference for section VI _____

Author Title of book or magazine

_____

Page numbers Publishing company Copyright date

VII. Define the occupation from at least two of the following sources.

A. As explained in the law such as a description of the occupation for licensing regulations.

B. As determined by an official organization such as a union or a professional association. This might be found in their constitution or by-laws.

C. As found in the Dictionary of Occupational Titles, Superintendent of Documents, Washington, D. C.

D. As found in the publication Vocational Education and Occupations, U.S. Department of Health, Education, and Welfare, Office of Education, OE-80061 and the U.S. Department of Labor, Manpower Administration, Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402

E. A trade journal, a house organ, a book devoted to the study of this occupation, a magazine or newspaper article which defines it in the course of a current discussion, or other written material which is an authority in this field.

Reference for E above_____ _____
author title of written source

_____
page numbers publishing company copyright date

VIII. What are the general work conditions and physical requirements?

A. Read the list of general work conditions and circle the ones which are of major significance to your occupational choice.

outdoors	dry conditions	poor ventilation
indoors	humid	work with others
outdoors and indoors	dusty	work around others
high temperatures	dirty	work alone
low temperatures	noisy	other_____
normal temperatures	cramped	
changing temperatures	poor lighting	other_____

B. Check the description of the work against the following list of words and circle the ones which are major actions of the worker.

walk	stand	carry	throw
jump	turn	stoop	create
run	see	push	taste
balance	crouch	handle	muscular action
climb	sit	pull	
crawl	reach	talk	other_____
kneel	lift	listen	

IX. Consider the personal qualifications.

A. Are there reasonable opportunities for both sexes? ___Yes ___No

B. What, if any, is the minimum age required for entrance?_____

C. What, if any, is the maximum height?____Minimum height?_____

D. What, if any, is the minimum weight?____Maximum weight?_____

E. Other physical requirements may be a factor. Are there any other measurable physical requirements such as 20/20 vision, freedom from color blindness, physical strength, average or superior hearing, or moral qualifications. Be specific. Don't generalize by saying "good health is needed". Could handicapped people be successful in this position confined to a wheel chair, etc.?

X. Other considerations should be checked and investigated. What about the following areas?

A. What regular or special equipment is necessary for the performance of the job which must be supplied by the worker? Contrast may be found between the astronaut and the dentist, the nurse and the auto mechanic and other occupations you can think through. How about your choice of an occupation?

B. There are some occupations which require a license or certificate in order to pursue the occupation. It may vary inside or outside of a city or from city to city. There are some occupations where the choice of certification or being registered is optional such as is happening for the auto mechanic. What is the common practise in this occupation?

XI. What are required and desirable ways of preparing for this occupation?

A. How much general education is needed such as sixth grade, eighth grade, high school, etc.

B. What amount of specialized training is needed such as technical high school, postsecondary technical training, apprenticeship, 4 years of college, etc.

C. Name several specific school or training centers which offer the special training needed. Include local area school and other realistic choice. Designate the costs in terms per year, quarter, complete course, or other natural break.

1._____
School

_____
Tuition for a term books

_____
Room and board for term

2._____
School

_____
Tuition for a term books

_____
Room and board for term

D. If apprenticeship can be a part of training, tell in detail about the number of years, approximate pay rate (might be based on a percent of a journeyman's earnings), hours of formal class work, etc.

E. List other possibilities such as adult evening classes, in plant or inservice training, special short courses, etc. You might check with the adult education director of the area community college for ideas about evening classes.

F. How important is experience. Consider how this job fits in with the concept of job clusters previously mentioned. It could be a factor in determining how valuable your previous experience is and what other experience is required or desirable. It also may be helpful in your transferring to other occupations.

XII. If a person were to advance or be promoted in this occupation, what are specific positions or titles one might hold as he advances? It might be under civil service.

XVII. Now that you have studied this occupation in depth, it is time to consider if it is a realistic choice. You need not write out your response.

A. Can you acquire the additional training and improve on your physical requirements where necessary to fit into this occupation?

B. Will this occupation challenge you?

C. If you feel you can succeed in the rigors of learning for entry into this occupation, do you have the material resources to see you through? Can you arrange the necessary finances?

D. Do you have the stamina, personality, and other attributes needed?

E. Do you think this occupation will provide you with the life style you project for yourself including leisure time aspirations?

XVIII. For further in-depth study of yourself you might want to analyze your values, initiative, interests, aptitudes, and goals.

XIX. The following references will be helpful as sources if you have not been finding the information you seek.

Code of Iowa

Encyclopedia of Careers and Vocational Guidance
Doubleday and Company, Inc., Garden City, New York
in cooperation with J. G. Ferguson Publishing Co.
Chicago, Illinois

System of Iowa, Department of Public Instruction
Grimes State Office Building
Des Moines, Iowa 50319

Occupational Outlook Handbook
U.S. Department of Labor
Bureau of Labor Statistics

U.S. Industrial Outlook
U.S. Department of Commerce
U.S. Government Printing Office
Washington D.C. 20402

World Almanac and Book of Facts
Newspaper Enterprise Association, Inc.
The World Almanac
230 Park Avenue, New York, N. Y. 10017

Kimbrell, G. and Vineyard, B.S., Succeeding in the World of Work
McKnight & McKnight Publishing Company
Bloomington, Illinois

Miscellaneous pamphlets and brochures in the counseling office, the school library, and the city library.

XX. List here at least three written references you used for this report.

1. _____ _____
author Title of book or magazine

_____ _____ _____
Page numbers Publishing company Copyright date

2. _____ _____ _____
Author Title of book or magazine

_____ _____ _____
Page numbers Publishing company Copyright date

3. _____ _____
Author Title of book or magazine

_____ _____ _____
Page numbers Publishing company Copyright date

4. _____ _____
Author Title of book or magazine

_____ _____ _____
Page numbers Publishing company Copyright date

Personal interview with a person in the occupation:

_____ _____
Name Title or Position

CAREER EDUCATION OBJECTIVE:

3.4.2 Defines logical points of occupational entry.

* * * *

INSTRUCTIONAL OBJECTIVE:

Identifies occupations commensurate with level of skill development.

ACTIVITY:

Have each student select three occupations of most interest to him after high school graduation. For each occupation list those educational and physical skills needed for employment in each occupation. On another list, have each student list those educational and physical skills that he or she possesses. Have each student determine whether or not he/she possesses the necessary qualifications that are needed for occupational entry.

RESOURCE MATERIALS:

Dictionary of Occupational Titles
Personal test results available in counselor's office.

EVALUATION:

Number of characteristics listed for each occupation and the list of personal characteristics.

* * * *

CAREER EDUCATION OBJECTIVE:

3.4.3 Identifies educational opportunities available in the school and community that will assist in implementing plan for occupational entry into selected occupational area(s).

* * * *

INSTRUCTIONAL OBJECTIVE:

Develop an awareness of job competencies necessary for employment and how business assists in developing these competencies.

ACTIVITY:

Divide the class into three groups. Assign each group a local business to survey and study. Have each group visit the business to determine entry skill level, attitude, personality, job attendance required, types of activities performed, etc. by workers in each occupation within the business. Through discussion with each worker, determine which skills and attitudes were learned on the job and those learned at school. Have each group summarize their findings and report these to the class.

RESOURCE MATERIALS:

Local businesses

EVALUATION:

Completion of summaries and reactions from workers in businesses interviewed.

 * * * *

INSTRUCTIONAL OBJECTIVE:

Realizes how information, studies, and skills developed in school are used by employees in the community.

ACTIVITY:

Have the students investigate the need for typing skills in various occupations. Report these findings through class discussion. Have selected local employees speak to class and answer questions on how typing is useful to them in their work. Make bulletin boards weekly, showing a different occupation and how the typing skill is used in that occupation.

INTEGRATION INTO THE CURRICULUM:

This should be done throughout the entire course.

RESOURCE MATERIALS:

Individuals such as service station owner, bank teller, office secretary, legal secretary, etc.

Bulletin board

Library materials

Transparencies--typing exercises and beginning typing

EVALUATION:

Quality of student inputs, reactions to speakers, and scope and quality of bulletin board displays.

* * * *

CAREER EDUCATION OBJECTIVE:

3.4.4 Participates in those educational opportunities that will develop desired occupational skills.

* * * *

INSTRUCTIONAL OBJECTIVES:

Develops skills that are used in industry in a educational setting.

ACTIVITY:

Contact a local home builder. Secure the blueprints for a piece of property that is to be developed. As a class, layout the property line and foundation plan with string, chalk, and transit as specified by the blueprint.

INTEGRATION INTO THE CURRICULUM:

Reading the plot plan in building trades.

RESOURCE MATERIALS:

Text, workbook, blueprint, related materials

EVALUATION:

Teacher-pupil review of finished layout

* * * *

INSTRUCTIONAL OBJECTIVE:

Realizes how skills acquired in the school relate to the world of work and specific occupations.

ACTIVITY:

In a welding unit, have each class member:

1. repair personal items.
2. do some repair of school items.
3. do repairs for others.
4. design and fabricate a project.
5. interview industrial personnel.
6. explore in depth the various welding trade schools.
7. obtain a part-time welding position.

Emphasize to the student that certain activities can enable him to visualize job entry skills needed by various levels of this employment.

RESOURCE MATERIALS:

Welding textbook, welding manuals, welding charts, films (Lincoln Welding Co.), filmstrips (Lincoln Welding Co.), field trip to industry, and guest speaker.

EVALUATION:

Ability to weld items satisfactorily.
Layout and construct an item.
Obtain a part-time building job.

* * * *

INSTRUCTIONAL OBJECTIVE:

Acquaint students with the world of working electricity.

ACTIVITY:

Assign students to work with a journeyman electrician on the job doing the following tasks: run conduit, run wire, wire receptacle, hang fixtures, and install switches, duplex outlets.

INTEGRATION INTO THE CURRICULUM:

House wiring

RESOURCE MATERIALS:

On-the-job experience with journeyman and inspector.

EVALUATION:

Ability of each student to carry out the above tasks.

* * * *

CAREER EDUCATION OBJECTIVE:

3.5 Evaluates personal preferences in types of work and leisure and the balance therein as influenced by demographic, occupational and preparational level components.

* * * *

INSTRUCTIONAL OBJECTIVE:

Develops an awareness of possible hobbies or leisure-time activities.

ACTIVITY:

Have each student choose a hobby or leisure-time activity which he or she is interested in and which they want to know more about. Do research and then write a paper discussing how this hobby or activity complements your personality.

RESOURCE MATERIALS:

Use of models.

EVALUATION:

Completion of paper according to guidelines.

* * * *

INSTRUCTIONAL OBJECTIVE:

Recognizes opportunities and limitations in occupations and leisure activities within geographic area.

ACTIVITY:

As a class project, have students develop an instrument and survey community to determine: (1) number of businesses, (2) number of different occupations, (3) number of people employed in each occupation, (4) major leisure-time activities, (5) recreational activities, etc. Divide community into eight areas and assign an equal number of class members to each area. Have each group of students survey all households and businesses within each area. When surveys are completed, summarize data and compare with similar information from other communities within the state and nation. Compare these differences in light of the opportunities and limitations caused by occupational and demographic differences.

RESOURCE MATERIALS:

U.S. Bureau of Census Reports
U.S. Department of Labor Reports.

EVALUATION:

Individual involvement of each member.
Number of surveys conducted.
Understanding of data collected.

* * * *

INSTRUCTIONAL OBJECTIVE:

Realizes the importance of leisure-time activities and how they affect ones life.

ACTIVITY:

As part of a discussion of television programming, pull out "TV ADDICTION" from files. Have students evaluate themselves by completing the questionnaire. Students will gain insights into their own viewing habits. They should be encouraged to make honest, thoughtful answers.

INTEGRATION INTO THE CURRICULUM:

Any time in course when subject of TV programming comes up.

RESOURCE MATERIALS:

Student questionnaire "TV ADDICTION"

EVALUATION:

This is a self evaluation of student's TV viewing habits. It would be beneficial to compile and publish the results. The same survey could be taken of parents and teachers. Compare adult sampling with youth sampling. Student rates himself.

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"TV ADDICTION"

Psychiatrist Jean Rosenbaum prepared an interesting test to show television viewers where they stand in relationship to television addiction. Take the following test and score yourself.

1. Do you eat your meals watching television? (Always 10) (Sometimes 5) (Never 0)

2. Are you selective about your television programs? (Selective 5) (Non-selective 10)

3. Do you leave your set on in order to go to sleep? (Always 10) (Occasionally 5) (Never 0)

4. Do you leave your television on when you are not actually watching it? (Yes 20) (No 0)

5. Do television personalities and characters seem closer and of more interest to you than do members of your family and friends? (Yes 25) (No 0)

6. Do you prefer staying home and watching television to going out and socializing? (Yes 25) (No 0)

7. Do you really believe in soap operas? (Yes 10) (No 0)

8. Do you become irritated when your favorite program is preempted by a public service program or a news bulletin? (Very irritated 10) (Mildly irritated 5) (Not irritated 0)

9. Do you become upset and feel at a loss if your TV set is broken? (Very upset 10) (Slightly upset 5) (Not upset 0)

10. (a) How many hours in a 24 hour period do you spend watching TV on weekdays? (b) How many hours do you spend watching TV on Saturday and Sunday combined? (Count 1 for each hour; combine the score for a and b. A score of 30 is maximum for this question.)

11. Would you rather see the news on television instead of reading it? (Yes 10) (No 0)

12. Are you worried about how much TV you watch? (No 10) (If Yes, subtract 5 from your total score.)

Conclusion: A score of 0 to 75 is an indication that you can take or leave television. (If your score is 50 or above, you are too much on the "Take" side.) If it's 76 to 149, that's a sign of introversion and shows a need to have more outside interests and activities and to reduce your television watching. A score of 150 to 180 indicates TV addiction. You have a desperate need to reduce television viewing drastically and to have more outside interests.